

March, 1953

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

- ★ Authoritarianism in School Administration — *Punke*
- ★ The School Board and City Fiscal Agencies — *Roach*
- ★ Small Communities Also Have
School Building Problems — *Engelhardt*
- ★ The High School Schedule — *Gorman*

Why GAMBLE with SAFETY in Showers?



...Install

POWERS

Thermostatic

**WATER
MIXERS**

For the Most **Comfortable**
and **Safest** Showers



Why POWERS Thermostatic Water Mixers?

They're safer! They cost more, they're worth more! They're doubly safe against **temperature** as well as **pressure** fluctuations. They protect bathers against scalding caused by dead ends in hot water lines.

Temperature changes in water supply lines are more frequent now because of greater use of instantaneous, submerged and indirect type water heaters. Only a thermostatic mixer safeguards bathers from shots of hot or cold water caused by fluctuating water temperature.

When only one shower accident can cost so much in damaging publicity, personal injuries and time consuming law suits, why not install Powers . . . a really safe, non-scald water mixer?



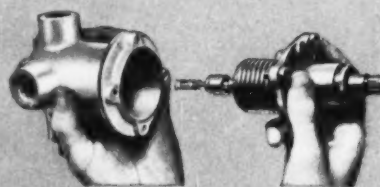
**64 Modern Showers at
SHAWNEE-MISSION HIGH SCHOOL, Kansas City**
Are Regulated by POWERS Thermostatic Mixers

Architects: **MARSHALL & BROWN**

Associates: **PERKINS & WILL**

Consulting Engineer: **W. L. CASSELL**

Contractor: **W. T. CONROY**



SIMPLE DURABLE CONSTRUCTION
insures long life and minimum of maintenance.

ONE MOVING PART

Easily Accessible from the Front. Easy removal of Thermostatic Motor and Valve Assembly with only a screwdriver makes it possible to inspect, clean or flush out mixer if necessary.

To Be Sure of Comfortable Carefree Showers Install POWERS Mixers

(b8)

Established in 1891 • **THE POWERS REGULATOR COMPANY** • SKOKIE, ILL. • Offices in Over 50 Cities

WEISS AND SILVERSTEIN
architects

L. V. CRESSY
mechanical engineer

J. A. JONES CONSTRUCTION CO.
general contractors

C. WALLACE PLBG. CO.
plumbing contractors

CRANE CO.
plumbing wholesalers



One of the many distinguishing features of the Greater Jung Hotel are the unique floor-to-ceiling shadow boxes on either side of a central stage facing diners in the Cotillion Room. Through glass fronts guests see floodlighted plants and flowers, but when the floodlights are turned off the glass panels become mirrors.

SLOAN IN '25...IN '29 ...AND SLOAN AGAIN IN '52

● For the third time the JUNG HOTEL, NEW ORLEANS, takes a bow. To many in the famous Mardi gras city it was a day to remember when in 1925 the original Jung (right foreground) opened its doors. Then, in 1929, popularity made expansion necessary. A second and larger unit was built. And just a few months ago modernization of several areas in the first two units was completed and the new third unit was opened, to

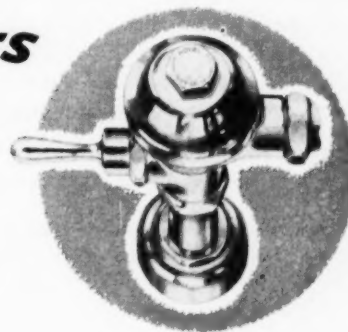
make Jung Hotel the South's largest—1200 rooms. Twenty-seven years ago **SLOAN Flush VALVES** were installed in the original Jung. Because of their trouble-free and economical service they were again selected for the second unit. And for the same reasons, plus exceedingly low maintenance cost throughout the 27 years, they were specified for the new third unit—more proof of preference that explains why...

more **SLOAN Flush VALVES**
are sold than all other makes combined

SLOAN VALVE COMPANY • CHICAGO • ILLINOIS

Another achievement in efficiency, endurance and economy is the **SLOAN Act-O-Matic SHOWER HEAD**, which is automatically self-cleaning each time it is used! No clogging. No dripping. When turned on it delivers cone-within-cone spray of maximum efficiency. When turned off it drains instantly. It gives greatest bathing satisfaction, and saves water, fuel and maintenance service costs.

Write for completely descriptive folder





Edgebrook School, McHenry, Illinois. Architect:
Raymond A. Orput & Associates, Rockford, Ill.

HERE'S MORE THAN A VIEW... it's a whole viewpoint!

Walls like this express the new understanding of what schools can be. The school is open to all outdoors for the children—and open to all the community to come in.

Daylight Walls with glass from wall to wall and all the way to the ceiling are more than just sources of light—they're a gay, wholesome approach to education. It counts the value of sunshine and growth, of expanding spirits as well as bodies.

A Daylight Wall lets in abundant daylight. Daylight is free, it's healthful and it's the kind of light nature wants us to have. Also, Daylight Walls are economical to build. They make classrooms seem larger... the outdoors becomes a part of the indoors. Children like to go to such a school; they are more attentive, enjoy the lighter study areas.

The hard facts on Daylight Walls—something of costs and design—are simply and briefly presented in a new booklet, "How to Get Nature-Quality Light for School Children". This booklet also contains photographs of many modern schools all over the country. If you are in any way responsible for school design, you should read this authoritative booklet.



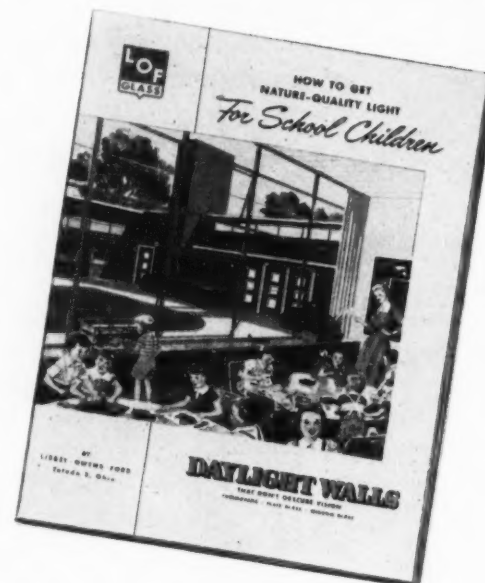
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FOR THE JOY OF ABUNDANT LIGHT AND VIEW

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Heat Absorbing Plate Glass • Vitrolite* Glass Paneling • Mirropane*

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4033 Nicholas Building
Toledo 3, Ohio

Please send me free copy of "How to Get Nature-Quality Light for School Children".

Name _____

Address _____

City _____ State _____

VOL. 126

NO. 3

THE AMERICAN School Board Journal

A Periodical of School Administration

March
1953

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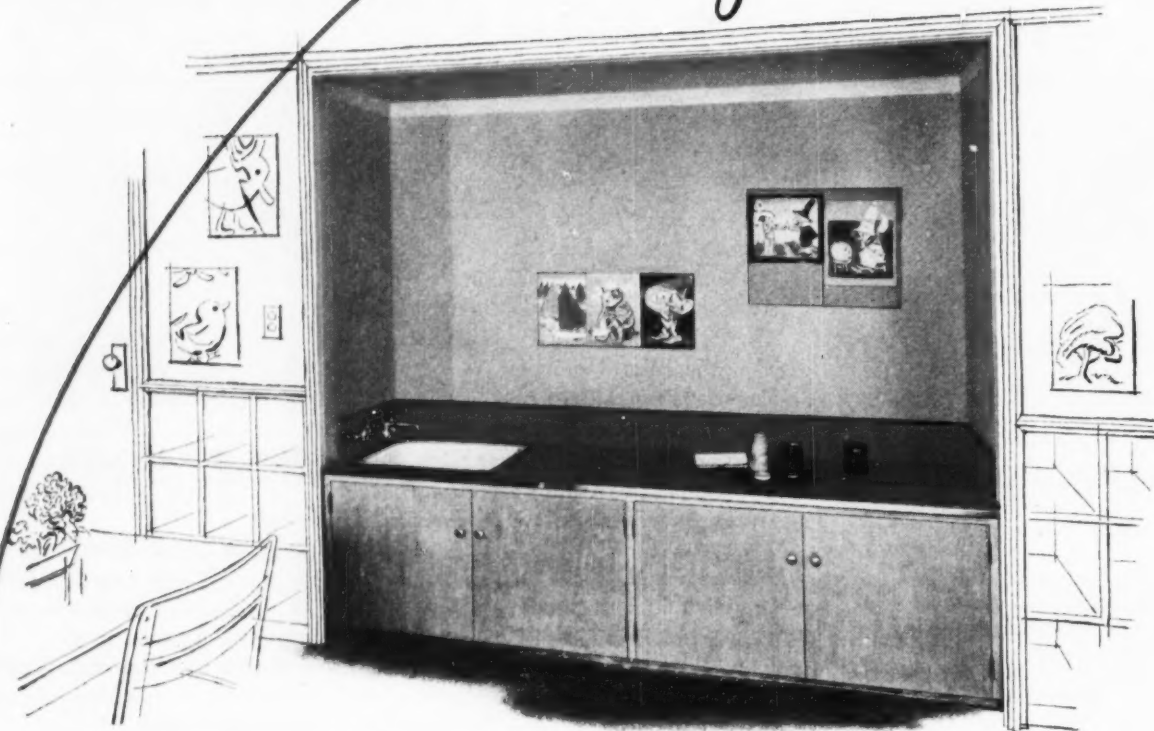
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National Citizens Commission Meeting

*Helen Neal Radke**

School board members are always ready to welcome allies who will give of their time and talent to work for better schools. Such an ally is certainly to be found in the National Citizens Commission for the Public Schools.

As vice-president of the Washington State School Directors Association, I was invited to attend and participate in the fourth annual meeting of the NCCPS, held January 30 and 31 in Denver, Colo. I knew in general of the work of this group, but was interested in more details of its history and purposes.

I was not long in finding this information. Opening the program was a panel discussion by seven Commission members. From them I learned that in 1947 a group of men and women, who felt that the serious problems facing our schools could be solved only by the broad and active interest of laymen, began a series of exploratory meetings. The end result of these meetings was the organization of the NCCPS, in May, 1949. Its chairman was Roy E. Larsen, president of Time, Inc. Its members were leaders of business and industry, of the various branches of communication, of education, of labor, and farming.

I learned too that while members of the Commission are not professionally identified with politics, religion, or education, they have attempted to better understand the whole picture by calling upon professional educators for information and advice.

The Commission's Aim

I discovered also that the Commission's aims were twofold: first, to help Americans realize how important our public schools are to our expanding democracy; and second, to arouse in each community the intelligence and will to improve our public schools.

From this panel I learned that, while their first problem had been to arouse interest, their second problem had been to convert interest into action. As panel speaker, Stanley Marcus, president of Neiman-Marcus of Dallas, expressed it, "It's easy to catch an American's interest, but hard to put him to work." A conclusion drawn by the Commission was that one of the best ways to stimulate laymen was to make available to them information concerning what other laymen have done.

Beardsley Ruml, economist, gave credit to the various Foundations which have thus far supplied the major support for the Commission. He also explained that the Commission was not permanent, but had limited itself to a six-year life.

Emphasis throughout the two-day meeting followed the pattern set by the panel, and centered on a "grass roots" theme, with

In conclusion, a few thoughts concerning the significance of the meeting should be in order. First, what is the implication of the meeting for school board members? Roy Larsen put it plainly when he said: "The quality of your schools reflects the quality of your community leaders — of your community's vitality and progress. Your school board's decision will affect the community for years."

Next, what implication does the meeting have for school board associations? The answer seems clear. Many associations are already sponsoring the same type of program. Further



At the speaker's table, left to right: Mrs. Eugene Meyer, Washington, D. C.; Dr. Clarence Faust, Stanford, California; Roy E. Larsen, founder of the National Citizens Commission for the Public Schools.

speaker after speaker emphasizing that all school problems are local and that the solution can come only from local citizens.

The high light of the session was the Friday night dinner meeting, with addresses by Roy E. Larsen, Henry Toy, Jr., executive director of the Commission, Palmer Hoyt, editor of the *Denver Post*, and Dr. Clarence Faust, president of the fund for the advancement of education of the Ford Foundation.

organization would mean useless duplication of effort. On the other hand, where associations, or others, have not taken the leadership, here is a golden opportunity for help in a program essential to our country.

And last, what conclusion did the assembly reach? Perhaps Palmer Hoyt best summed this up when he said: "This is not a fight that can be won, the victor crowned, and the whole thing forgotten."

Developing "Brand" Purchasing

The Purchasing Division of the Connecticut State Department of Finances and Control, at Hartford, has recently worked out a procedure for developing lists of brand articles for purchase and use in state institutions and departments. The immediate effect of the lists will be the elimination of the need for writing specifications for products which are manufactured by secret processes or which involve the use of patented devices that do not permit the use of analytical specifications. A further effect will be the avoidance of purchasing inferior products which might meet general specifications, but which are really not satis-

factory or efficient. The lists have been devised to assure full competition in the purchase of acceptable products for a common use which, however, involve great variety in their design, features, and composition.

The development of the "Connecticut Acceptable Brands Lists" has been entrusted to a Standardizations Committee made up of engineers and state officials and employees. Articles which meet specification needs are added to the Acceptable List on recommendation of the standards engineers and their advisers.

(Concluded on page 8)

*Port Angeles, Wash.

Mark of Leadership



Our Research Engineers



How We Got The Facts: Herman Nelson engineers went after the most precise information in these tests. Some of the instruments used were so new they had never been employed in any similar capacity before. The scientific instrumentation, including the use of the Directional Thermopile, uncovered hitherto unknown factors in scientific heating, ventilating and cooling. If you would like documentation of this research we invite you to call your nearest Herman Nelson office . . . or write direct to Dept. AJ-3, Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

Go Back to Grade School!

Two winters ago, as part of our leadership in research, The George Washington Grade School, Moline, Illinois, became a Herman Nelson "laboratory school" for a searching investigation into classroom heating and ventilation. Herman Nelson engineers chose this school because it was not only representative of the design of most schools now being built, but also because its classrooms faced to the four points of the compass. Here, then, in one single building, were four widely varying heating and ventilating problems.

Tests were conducted to determine what happens to temperatures under normal occupancy conditions. Every day Herman Nelson engineers took thousands of temperature readings (up to 10,000 a day) using the most advanced and sensitive instruments.

Temperature records showed conclusively that school-rooms need COOLING most of the day far more than they need heating—even in the coldest outside weather. Variations in the number of students per room, the movements of the sun and the velocity of the wind dictate individual heating and ventilation controls for each separate room. It was also confirmed that room air striking cold window glass is the cause of drafts which sweep across the floor creating a serious comfort problem.

Conclusions from these and earlier studies are translated into the modern design of the Herman Nelson DRAFT|STOP system which cools, heats and ventilates

each room according to its needs, as well as traps cold air downdrafts which are created as a result of large window areas.

If you're looking for classroom health and comfort for your children, be sure to investigate Herman Nelson DRAFT|STOP. Write Dept. AJ-3, Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

George Washington School; Moline, Illinois, utilizes unusual treatment of clerestory lighting through means of corrugated glass for its classrooms. DRAFT|STOP Unit Ventilators were selected by Superintendent of Schools, Alex Jardine; Architect, M. R. Beckstrom.



HERMAN NELSON

SYSTEM OF CLASSROOM
HEATING AND VENTILATING

DEVELOPING "BRAND" PURCHASING

(Concluded from page 5)

In listing articles, the opinion of state agencies who may be users is obtained with the following seven considerations in mind:

a) Where, how, and the purpose for which the product is used

b) Any unusual or extraordinary conditions of use or operation requiring special consideration

c) Brand names of the products with names and addresses of respective manufacturers which have been used and found satisfactory

d) Brand names of the products with names and addresses of respective manufacturers

which have been used and found unsatisfactory

e) Inspection reports, laboratory analyses, test data, performance records, and other pertinent data in support of paragraphs c and d

f) Other brands of the product, with names and addresses of respective manufacturers, which have not been tried but which might be considered

g) Estimated annual consumption of the product, including frequency of ordering and quantity ordered

With the recommendations of the state agencies who use a given product, the standards engineers and their advisers are required to inspect and evaluate the various brands of a product and to make laboratory analyses and performance tests and to take such other

means as will enable them to establish limits of acceptability.

Articles which are considered acceptable by the standards engineers are listed, and before they are finally accepted for purchasing, the brand names are again submitted to the expected users for examination and final report.

Additions to List and Removals

Applications for listing additional brands from time to time are considered by the Standards Section of the State Purchasing Division if the producers provide: (1) a written reason why the brand should be listed and (2) supply inspection reports, laboratory analyses, performance records, and other data. The procedure of examining and checking data, obtaining and testing samples, and reporting recommendations are gone through as in the case of the original preparations of the brand lists. If an unfavorable report is made concerning any article, the applicant is notified and reasons for refusing to list the brand are given.

From time to time brands are removed from the established Acceptable Brands List for one or more of four reasons: (1) if a brand fails to conform to the performance characteristics of the original sample; (2) if the article delivered is a different product from the original accepted sample; (3) if the manufacturer has discontinued the product; (4) if the manufacturer requests the removal of the product.

In the practical use of the Brands List it has been found that the procedures serve to restrict purchases to acceptable articles. However, the inclusion of an item on the list does not relieve the manufacturer from the obligation of maintaining quality standards.

A typical listing of articles widely purchased is the following statement concerning mucilage:

ACCEPTABLE BRANDS LIST FOR MUCILAGE

NOTE: This Acceptable Brands List has been approved by the Standardization Committee.

SCOPE: Mucilage furnished under this Acceptable Brands List shall be so prepared and compounded as to provide a moderately quick setting adhesive suitable for general office work. (Here are listed the) Manufacturers' Brand Designations, and Manufacturers' Names and Addresses.

NOTE: The following statements shall appear in all invitations to bid for mucilage covered by this list:

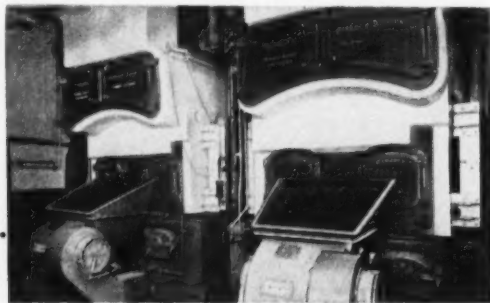
Awards on and purchases of mucilage will be limited to bids offering Brands listed herein.

Mucilage delivered on purchase orders based on this List shall be identical in brand designation, and at least equivalent in composition, construction, workmanship, and performance characteristics to the brand sample which served for inclusion of such brand on this list.

Application for consideration of additional brands for inclusion in this Acceptable Brands List may be made by application in writing submitted to the Standards Section of the Purchasing Division.

UNESCO PROGRAM IN LOS ANGELES

The board of education of Los Angeles, on January 20, took action abolishing the controversial UNESCO program in the schools. What the board did was to adopt a policy resolution embodying the recommendations of a fact-finding committee which conducted a six-month study of the issue. The board's policy is intended to retain, in substance, the good features of UNESCO and do away with the undesirable elements such as promotional literature. In other words, the subject will be taught by the schools' own curriculum standards.



**MORE ENGINEERING
MORE MATERIAL
MORE EXPERIENCE**

MAKE THE DIFFERENCE



KEWANEE
STEEL BOILERS

In keeping with the Board's policy of bringing their buildings up to date every 30 years, the heating system of the Marxhausen School, Detroit was recently modernized. In doing so 2 H.R.T. Boilers, installed when the building was erected, were replaced with stoker-fired Kewanee Heavy-Duty Firebox Boilers.

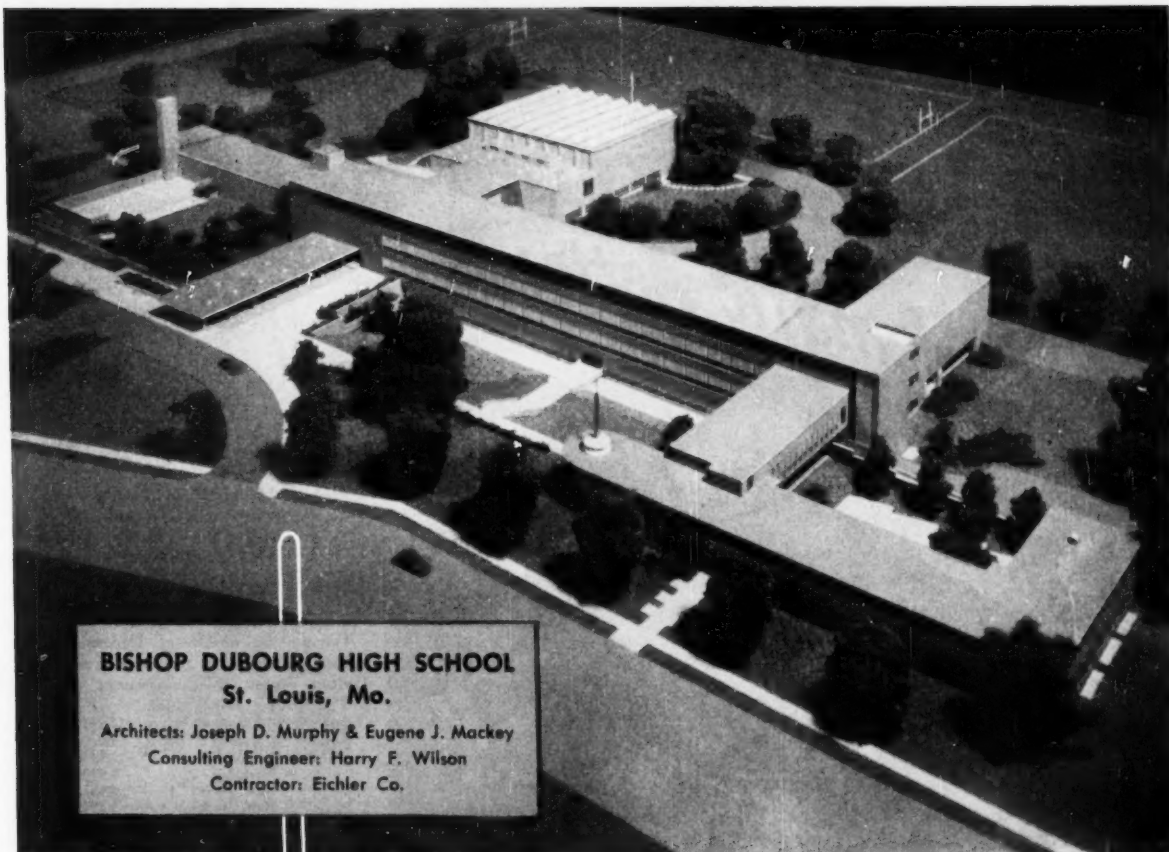
The greater amount of engineering, materials, labor and experience which go into every Kewanee do make an important difference. That is why Kewanee leads its field today . . . as it has for more than 80 years.

KEWANEE-ROSS CORPORATION
Division of American Radiator & Standard Sanitary Corporation
KEWANEE, ILLINOIS



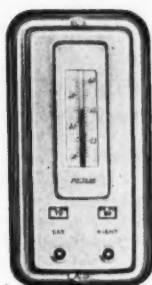
MARXHAUSEN SCHOOL
Detroit, Michigan
S. VAN VIERAH, Chief Engineer
Board of Education
2 Heavy-Duty Kewanee Boilers
installed by
ZENI-MAGUIRE CO.

Serving home and industry
AMERICAN STANDARD • AMERICAN BLUNDER • CHURCH STATE & WALL TILE • DETROIT CONTROLS • KEWANEE BOILERS • ROSS EXCHANGERS



**BISHOP DUBOURG HIGH SCHOOL
St. Louis, Mo.**

Architects: Joseph D. Murphy & Eugene J. Mackey
Consulting Engineer: Harry F. Wilson
Contractor: Eichler Co.



173 POWERS Day-Night
Thermostats
control 226 valves on
Convectors and 69 Unit
Ventilators.

Another Outstanding Modern High School

POWERS *Controlled*

Among the many economical features included in the unique four story \$3,000,000 Bishop DuBourg High School is a Powers pneumatic system of temperature control.

Superiority of Powers Unit Ventilator Control here will not only provide greater comfort but will hold down operating costs. Its continuous dependable operation is due to the basic simplicity of

Powers Low-Limit Airstream Thermostats. They need no auxiliary devices to supplement their accurate control of Unit Ventilator discharge temperatures. Their adjustable sensitivity gives precise control.



Powers control of unit ventilators and convectors results in greater comfort and fuel economy. With today's high fuel cost Powers temperature control is a more profitable investment than ever before.

When problems of temperature control arise contact Powers nearest office. Our more than 60 years of experience may be helpful to you.

(b7)

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The duplicating machine you asked us to build — A machine that will fulfill all school requirements at a price schools can afford.

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Old Town
MODEL 95 — SCHOOL
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*PLUS FEDERAL EXCISE TAX

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OLD TOWN'S
Model 95
COPYMAKER

Has ALL the usual Duplicator features PLUS: —

- **CYCLOMATIC ACTION** — Sealed in bearings and high-tension gears give greater speed, efficiency, economy and a life time of service
- **FLUID CONTROL** — Prevents excess moisture and results in instantaneous drying
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The many unique and exclusive features of this new OLD TOWN Model 95 Copymaker assure you repeat business. Write TODAY for complete dealer franchise information.



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Made by the manufacturers of world-renowned OLD TOWN Carbons, Ribbons, Duplicating Machines & Supplies



SCHOOL BUILDING CONSTRUCTION IN 1952

During the year 1952 contracts were let in the Continental United States for 6927 school buildings at an approximate contract cost of \$1,586,662,000. In the 37 states covered by Dodge reports the cost was \$1,471,612,000.

SCHOOL BUILDING CONSTRUCTION

During the month of January, contracts were let for 23 school buildings, in 11 states west of the Rocky Mountains, at a contract cost of \$8,288,393. A total of 146 further projects was reported in preliminary stages, at an estimated cost of \$83,713,693.

During the month of December, 1952, Dodge reported contracts let for new school buildings in 37 states east of the Rocky Mountains, in the number of 418 buildings, at a contract cost of \$1,045,878.

SCHOOL BOND SALES

During the month of December, bonds for school construction purposes were sold in the United States, in the amount of \$97,294,812.

The largest sales were:

California	\$17,391,000
Colorado	4,200,000
Illinois	12,145,000
Michigan	4,970,000
New Jersey	5,167,000
New York	9,294,000
Ohio	13,959,400
Texas	8,975,000

As of January 1, the average price of 20 high ranking bonds was 2.38 per cent.

During the 12 months of 1952 the total amount of bonds sold for school construction was \$1,166,257,511.

COMING CONVENTIONS

Mar. 2-3. *Alabama Association of School Board Members* at Birmingham. Secretary: George Howard, Box 326, University, Ala. Exhibits: Alabama Education Association, 422 Dexter Ave., Montgomery.

Mar. 25-27. *Michigan School Business Officials* at Pantlind Hotel, Grand Rapids, Mich. Secretary: A. C. Lamb, 5105 Second, Wayne University, Detroit. Exhibits. 200.

Apr. 15-18. *California Association of Public School Business Officials* at Hotel del Coronado, Coronado. Secretary: R. C. Metz, Richmond Public Schools, Richmond. No exhibits. 600.

Apr. 16-17. *Wisconsin Association of School Administrators* at Schroeder Hotel, Milwaukee. Secretary: F. MacLachlan, Superintendent of Schools, Park Falls. No exhibits. 350.

Apr. 16-17. *Wisconsin Association of School Boards* at Schroeder Hotel, Milwaukee. Secretary: Joseph Hamelink, 7311 23rd Ave., Kenosha. 150.

NEW PARTNER IN FIRM

Messrs. Childs & Smith, architects and engineers, of Chicago, Ill., have accepted Charles R. Kuglin as a partner in the firm. Mr. Kuglin, formerly chief engineer, is a member of the Chicago Association of Consulting Engineers and of the American Society of Heating and Ventilating Engineers. He was formerly chief engineer for Montgomery Ward & Company.

From Bulls Horns



Windows were far too rare for schools
...when ancients made panes of
animal horns...boiled soft, cut,
flattened and scraped into semi-
transparency. There was no way then,
and for centuries to come, to get air
and light, plus weather protection.

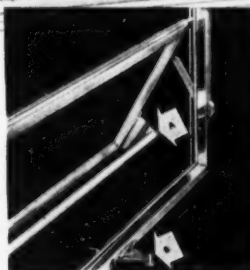
to Modern



For schools of today, AUTO-LOK win-
dows give every advantage. They open
wide for luxurious ventilation, even
during rain. They close ten times tighter
...and maintain tight closure without
regular adjustments essential in ordinary
awning or other windows. No draft
zones, no cold spots by window walls
...every schoolroom seat is safe and
comfortable...minimum heating costs.



- A Unique Ludman CONTROLBAR designed specially for schools gives safe, effortless opening and closing ... Auto-Lok school windows never stick, never rattle!
- B New center locking device gives positive latching, yet opens at the touch of a child's finger.



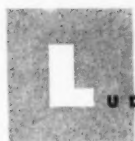
Ludman Engineering and Planning Service
is available to Architects and School Boards
for any type of school, large or small.

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HOUCK & CO. LU 53-250

NEW! Trane Unit Ventilator 40-foot blanket of FORCED,

HEATS MORE EVENLY...ends cold corners

VENTILATES MORE UNIFORMLY...ends stale spots

STOPS DOWN-DRAFTS CONSTANTLY...ends window chill

No other unit ventilator ever built can blanket the entire outside wall with a forced upward flow of tempered air, providing better heat and air distribution and also protecting children from down-drafts, even when the heat is off!

Big news! A really basic engineering improvement in unit ventilator development . . . the new TRANE Unit Ventilator System! Architects, engineers, contractors, manufacturers and school boards have long agreed that the ideal unit ventilator would blanket large window areas with a *continuous*, forced stream of tempered air.

Now TRANE product engineers have actually built a unit that accomplishes the ideal . . . *constant* perimeter



heating with individual unit control. Now you can have a classroom ventilator that will stop window draft with an upward moving blanket of tempered air. Do it *every minute the room is occupied*. Do it quietly.

Here's how it works: Part of the warmed air delivered by the new TRANE Unit Ventilator is forced out through two wings. This scientifically designed, easily installed ductwork distributes air uniformly along the entire wall. Special fans in the unit ventilator keep this air under pressure . . . forcing it *constantly* and *evenly*, even when the thermostat calls for no heat. Yes, it protects school children from drafts *even when the heat is shut off!*

The new TRANE Unit Ventilator blends room and outside air, tempers it with just the right amount of heat, and distributes it *evenly* throughout the room . . . eliminates cold corners and stale air spots for good!

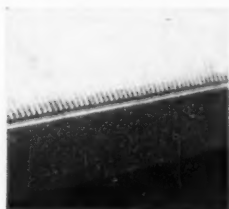
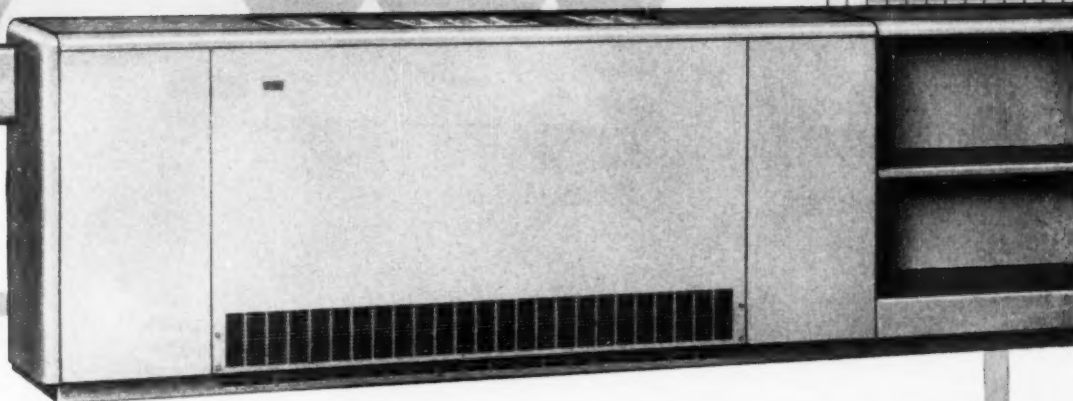
No other unit ventilator system can deliver such constant, even distribution of heat and ventilation air . . . plus complete protection against window drafts.

For more details, contact your TRANE sales office, or write TRANE, LaCrosse, Wis.

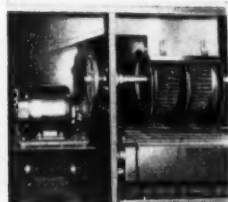
New TRANE

MANUFACTURING ENGINEERS OF HEATING, VENTILATING AND AIR

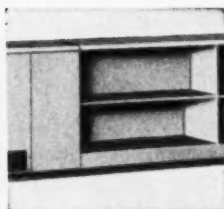
delivers continuous tempered air *[even when heat is off!]*



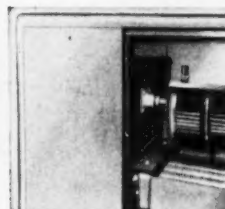
Laboratory photo of smoke test shows how this new idea works. Blanket of warm air moves upward from ducts in an even, solid stream. Drafts can't penetrate. Ducts come in 5-foot lengths, with a maximum extension to 15 feet from each side.



Exclusive fan, motor arrangement. Low velocity fans deliver air out through ducts, others move air through top of unit. Exclusive shaft and bearing assembly assures quiet operation. Standard motor, rubber mounted to stop noise.



Shelving optional—the new TRANE Unit Ventilator's ducts fit neatly into handsome, easy-to-install, bolt-together shelving. You can choose standard units in either open or closed shelving with a continuous, smooth top surface.



Removable panels—give easy access to all 3 sections. Front of each fan scroll detaches for easy cleaning. Filters are easy to replace or clean. Controls can be adjusted with panel in place, with unit in operation... a TRANE exclusive.

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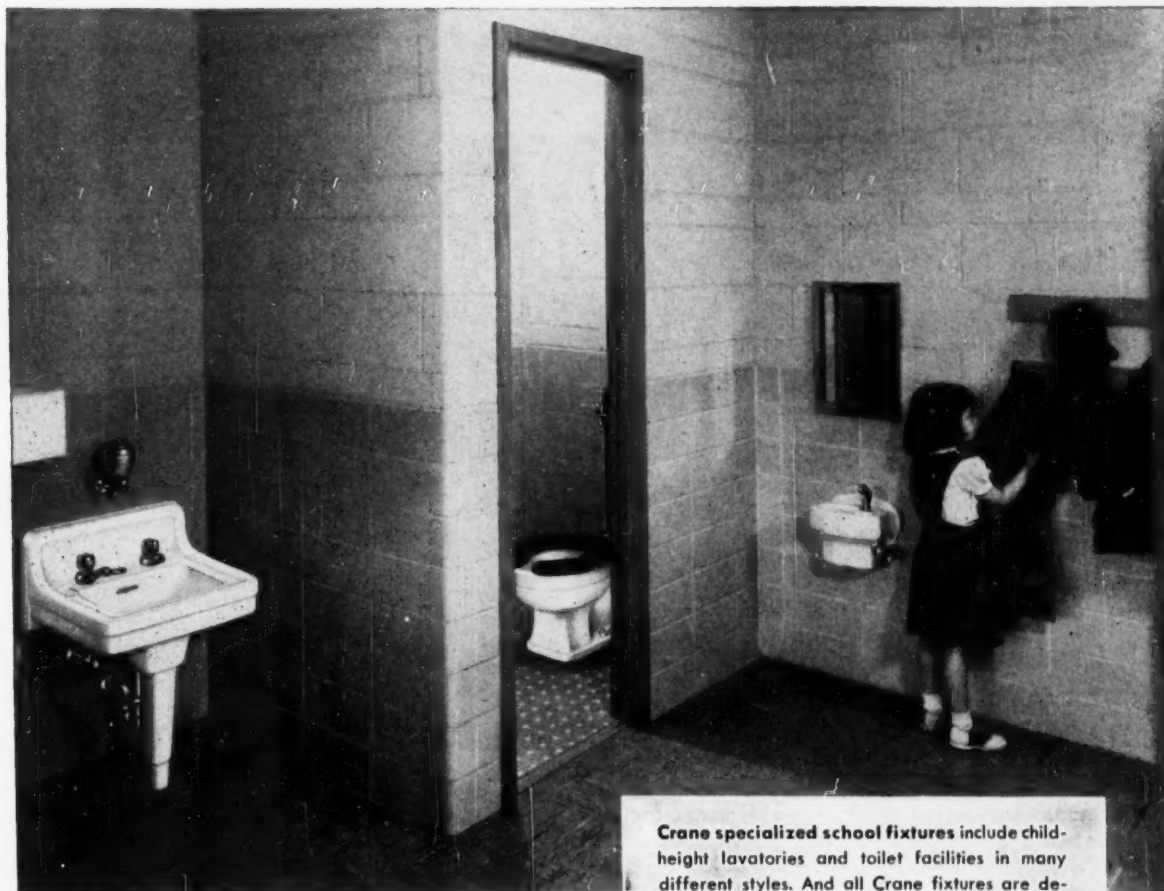
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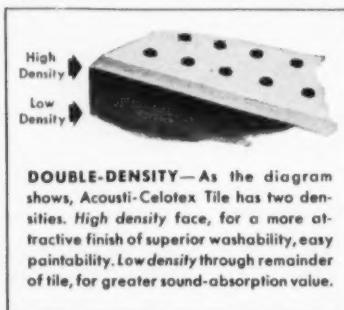
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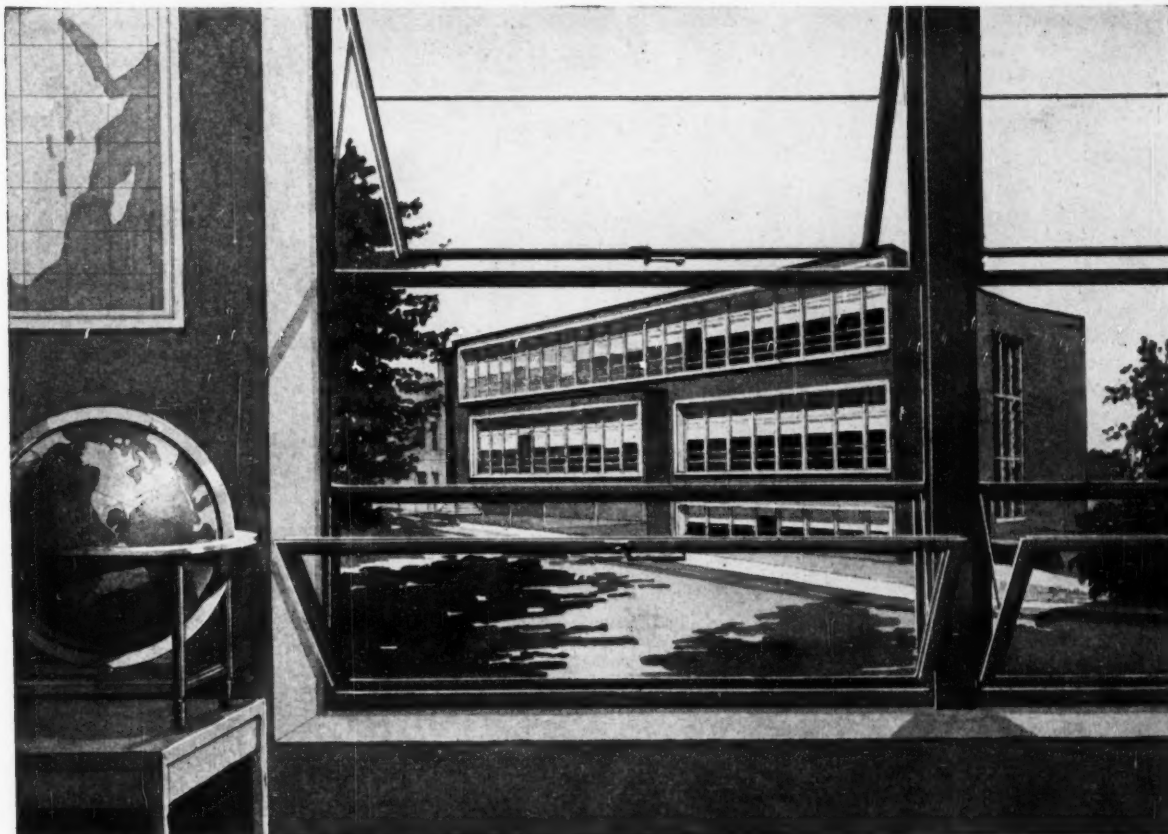
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Lupton Aluminum Windows for Strength, Beauty and Comfort

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Architect: Arthur
Rigolo, Clifton, N. J.
Contractor: Randazzo
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Ask your architect—he knows the 40 year Lupton reputation for quality metal windows—or write for complete information.

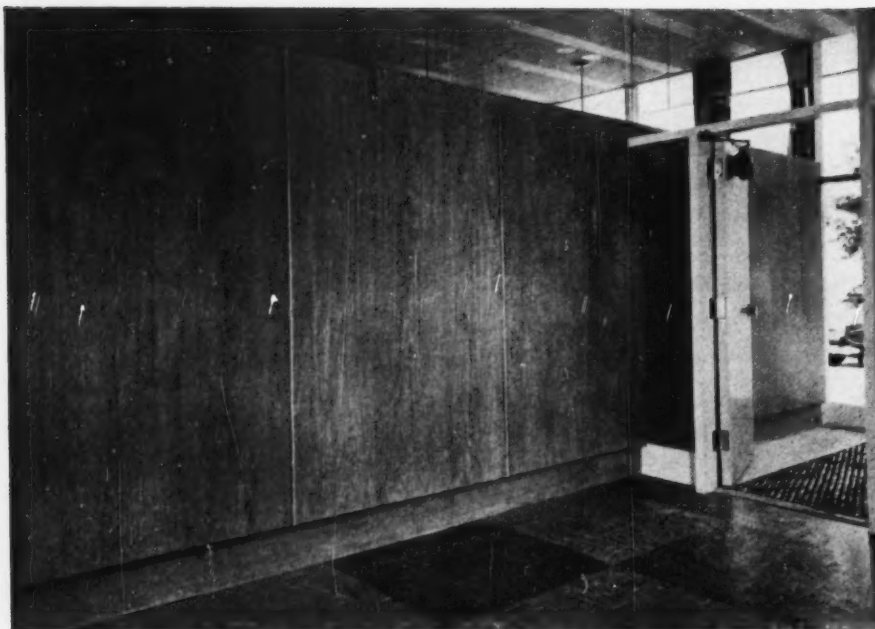
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700 East Godfrey Avenue, Philadelphia 24, Penna.

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LUPTON

METAL WINDOWS



Entrance hall, Holmes School addition, Darien, Conn. Sidewalls feature panels of birch Weldwood Plywood.

LEEWAY for a tight budget

School administrators of Darien, Connecticut faced annual budgetary limitations that were already tight. How could they add half a dozen rooms to Holmes School without corresponding increases in maintenance and upkeep?

Ketchum, Gina and Sharp are the school's architects. And their solution was aimed directly at reducing such costs. They used Weldwood® Plywood throughout the four new classrooms. And in corridor and entrance hall installations as well.

Classroom sidewalls, tack boards, book shelves, storage closets and similar built-ins combine the ruggedness of oak with the tough strength of Weldwood Plywood construction.



Clothes closets in corridor of Holmes School addition are natural oak Weldwood Plywood. Architects: Ketchum, Gina and Sharp, New York.

The entry wall panels are Weldwood Plywood in birch. The simple, open-side clothes closets in the corridor are oak. The Weldwood Plywood oak, throughout, is natural finish.

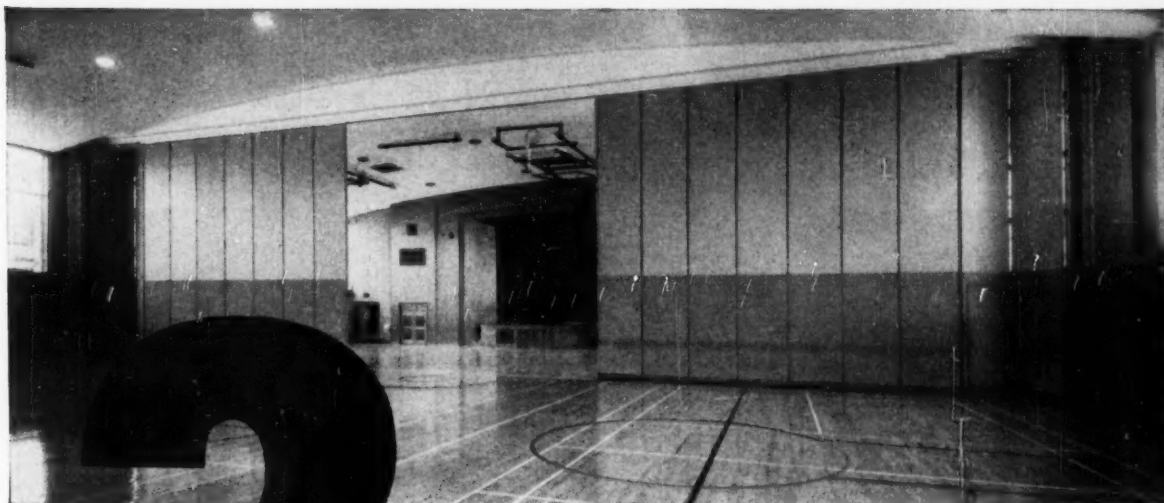
When tight budgets suggest the need of low upkeep and less maintenance, consider Weldwood Plywood. Investigate the many hardwood veneers it offers for your choice.

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a product of
UNITED STATES PLYWOOD CORPORATION
World's Largest Plywood Organization
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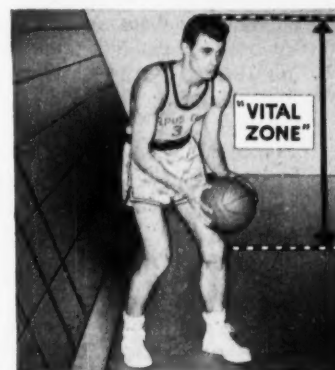
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SCHOOL EQUIPMENT

THE BRUNSWICK-BALKE-COLLENDER COMPANY

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FOR SAFETY, plan with HORN!
Horn folding gymseats provide a smooth, sloping surface when folded . . . real protection for the vital zone!

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Maintenance people like them...Custodians like them and...**

Young Master Powell Likes Them Too...

G-E Textolite plastic surfaced desk tops are practically indestructible. They never need refinishing, reduce maintenance expense, are easily wiped clean, encourage good housekeeping habits, have near perfect light reflectance qualities, make studying more pleasant, add to classroom appearance and design.

For these reasons school staffs endorse them.

But how about the pupil? Note the absence of "hot" spots and highlights on the desk top. No light bounces into the student's eyes — work is made easier. The smooth hard surface is ideal for writing — encourages neatness. No mars and gouges can cause untidy work. Spilled ink and other liquids cannot stain.

Insist on G-E Textolite surfaces for your new desks and tables—reclaim years of maintenance-free life from old equipment by resurfacing with G-E Textolite.

Write for information on patterns and installation.



* Reg. U.S. Pat. Off.

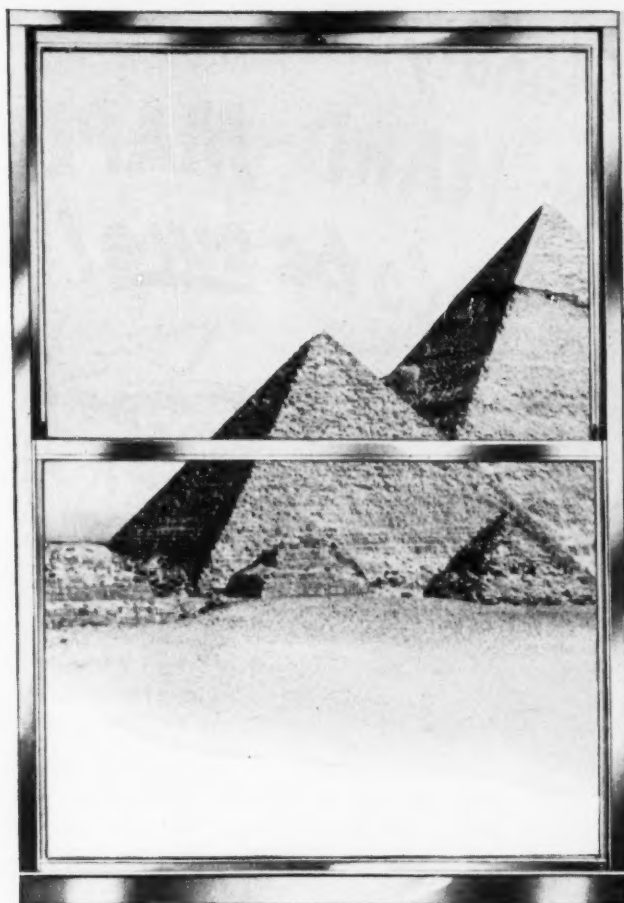
This is an enlargement of the pattern shown on the above desk. It is the School pattern developed by General Electric in cooperation with the Nela Park Lighting Laboratories exclusively for school room use.

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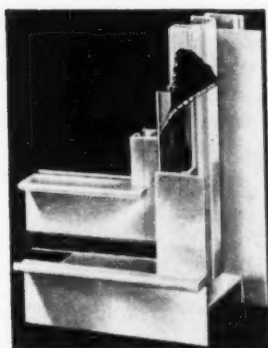
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Marshfield, Wisconsin



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•

No Painting or Maintenance
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No Warp, Rot, Rattle,
Stick or Swell

Literally, ADLAKE Windows pay for themselves by eliminating all maintenance costs except routine washing. Once installed, they'll keep their clean-cut good looks and easy operation for the life of the building, with no painting, scraping or other maintenance whatever! What's more, their woven-pile weather stripping and patented serrated guides give a *last-ing* weather seal!

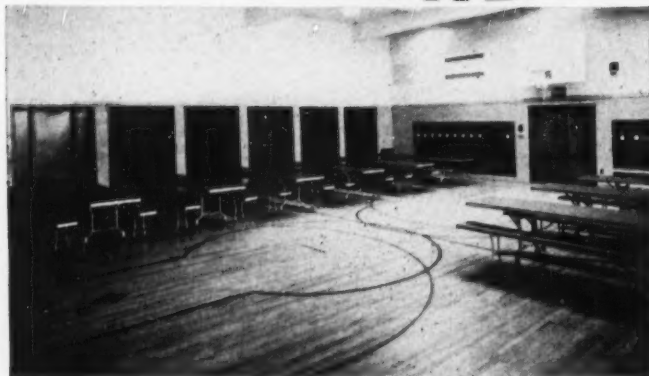
ADLAKE Aluminum Windows assure a life-time of value, beauty and efficiency. Write for full details—you'll find ADLAKE representatives in most major cities.



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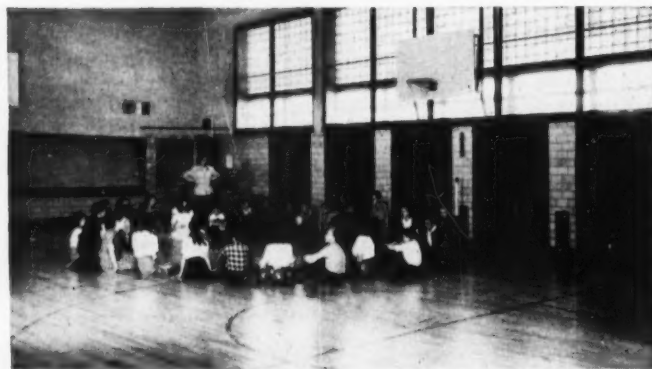
ALL floored with "foot-friendly" NORTHERN HARD MAPLE to be sure!



Multi-Purpose Room, Anthony Wayne School, Detroit.
Floored in MFMA Northern Hard Maple.



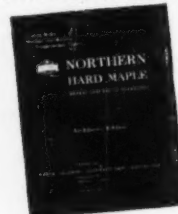
Another Detroit maple-floored Multi-Purpose schoolroom,
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The children sit and play in comfort and safety on warm, satin-smooth maple floors
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- A good school floor must be "many things to many people." It must carry load, and contribute structural strength to the building—something no floor covering can do. It should be highly *resilient*—resistant to dents and mars from pointed impact. It should be bright and cheerful—"foot-friendly." It should be satin-smooth, beautiful, tight and crevice-free and splinter-free—comfortable and safe for children to sit and play upon. It should be able to fight the scuffs of millions of heedless young feet, year after year, and be easy to clean, to maintain, to refinish.
- All that, gentlemen, comprises an accurate definition of Northern Hard Maple flooring . . . and no other flooring . . . and no floor covering. And, by the way, in these years of cost-consciousness, here's news every school building executive should know about—the MFMA Second and Second-and-Better grades of Northern Hard Maple flooring now are bundled 2 feet and longer as the stock will produce. In specifying these "character" grades, you save money without the slightest sacrifice of endurance, or strength or maintenance characteristics. MFMA floorings are available in strip, block and patterned designs in all wanted widths and thicknesses.



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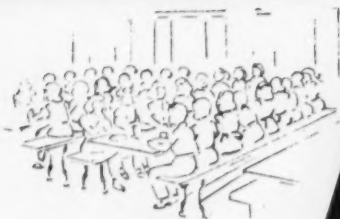
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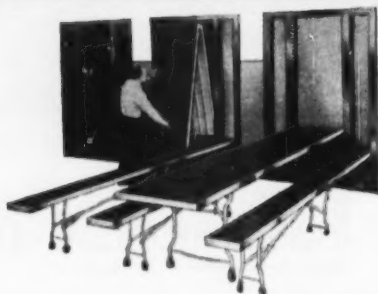


Schieber, originators of In-wall folding tables and benches, now offer a second style. The economies of multiple-use-of-space are now available to all schools regardless of budget or special requirements.

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RIGIDLY ATTACHED TO WALL POCKETS



Here is genuine quality that has stood the test of time. Since 1937, more than 500 architects have specified thousands of these units in schools from coast to coast. With full knowledge of the rugged use they receive Schieber puts into their construction the best in workmanship and materials. Sound policy? Schieber IN-WALL users have no service problem.

Unless you foresee the need of detaching tables and benches from the wall, specify IN-WALL and get the extra rigidity and quality it offers as compared with detachable units.

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Port-a-Fold

DETACHABLE FROM WALL POCKETS



This is a low cost, plywood top, version of IN-WALL, yet many of the important quality features of IN-WALL are incorporated in its design. With 15 years experience building folding tables and benches, Schieber knows exactly where strength is needed. No castings are used in Port-A-Fold and reinforcements are provided where necessary to absorb the abuse of daily operation.

If conditions require various seating arrangements or your budget is restricted, specify this unit.

If you are planning a new school or modernization of an existing building, consult SWEET'S file or write for these two catalogs and get complete details on both Schieber units. Then choose the type that best suits your needs.



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Democracy Versus —

Authoritarianism in School Administration

*Harold H. Punke**

In view of the extent and the directions of growth of public education in this country during the past century, American educators and the entire American people have much of which to be proud. There has been marked development in the abundance and the equality of educational opportunity, and that opportunity has been largely in response to the increasing divergence of human needs and interests which has appeared as our society has become more populous and complex. As a part of this greater educational opportunity there have developed more extensive buildings and equipment, better prepared teachers, a broadening of curricular and extracurricular activities, and better prepared administrators who are improving their capacity to work constructively in integrating school activities into changing community patterns.

Administrator Understanding of Democratic Principles and Practices. Although the growth which numerous social administrators have undergone, in educational conception and in school operation, has greatly furthered the growth of educational practice in ways which help develop a democratic society, there seem to be substantially more administrators in whom there has been little of such growth. There are perhaps several reasons why this is the case.

Among these reasons is the inadequate acceptance of a body of ethical principles which could reasonably be thought of as constituting a democratic social philosophy, or of the ways in which these principles apply

in a particular community within the industrial society in which a school functions. This situation is partly a result of disagreement, among persons who for various reasons have attained local or wider social leadership, as to what the basic principles of a democratic society are. In this connection it should be noted that in any society which allows extensive freedom of thinking and expression that is essential for the continuous development of individual personality, there is not likely to be agreement on all the ethical principles which should prevail. But the fact that important differences exist in the conception of principles that should control a democratic society, does not excuse a school administrator or other person who would act as a leader from understanding what those differences are — and the respective bases on which they rest. It is only when an administrator has this understanding that he can help guide the development of a school program along lines which will foster the growth of democratic

practices in human association, or that he can defend his program against attacks made upon it as an accumulation of "fads and frills." Without comprehensive understanding, a school administrator or anybody else who would exercise community leadership will either become authoritarian in foisting upon a community a program based on fragmentary views with which he has recently become impressed, or he will relax and "conserve" his own personal energy through a do-nothing policy — while the community drifts.

Basis and Origin of Authoritarianism. The foregoing comments imply that for one to formulate a democratic conception of education, and to implement a program accordingly, he must know more and must have developed different attitudes and values from those which seem adequate for authoritarian operation. Perhaps this point is important with respect to the history of civilization as well as with respect to the development of the individual person. Certainly authoritarianism was the pattern of social organization in the ancient civilizations at the east end of the Mediterranean Sea; i.e., Egypt, Assyria, Persia. Ancient Greece was unique in varying from this pattern. Rome again slipped into the authoritarian pattern, and the pattern was perpetuated by the medieval state. It was extended by the monarchies that arose with the emergence of modern national states in Europe, and it has been strengthened through the dictatorships of the present century. Thus in the centuries of Western civilization the restriction or limitation of authoritarianism, in the interest of a wider sharing of the control



*Professor of Education, Alabama Polytechnic Institute, Auburn, Ala.

and fruits of cultural development by the common man, has been more the exception than the rule.

Whether authoritarianism is a human trait that appears early in the life of the individual may be less clear as a pattern of development than the pattern of cultural history suggested. However, most adults have seen a four-year-old child "exercise authority" over a pet kitten or rabbit — trying to force the pet to do what the child desires. Perhaps the same trait is manifested when a child with a form-board, after struggling with various pieces to find the appropriate place for each, tries with his fist to "pound in" blocks that do not seem to fit readily where he thinks they should. Most parents have at times used corporal punishment or other force in the "education and discipline" of their children. Most persons who have acted as chairman of committees, composed of members who passionately held widely divergent views, have wished that they could use some kind of force to "bring about harmony." The phrase "knocking their heads together" may have had its origin in settings of the kind noted.

The fact that there may be other and better ways of teaching kittens, disciplining children, or securing committee harmony is not of major importance here. The main point is whether or not people first or "naturally" have impulses to use the authoritarian methods suggested. Are other methods more artificial in the sense of having to be acquired through a fairly wide range of time-consuming experience? Is authoritarianism a part of the "natural state" of primitive man as ignorance is a part of that natural state? Is extensive and appropriate experience necessary to overcome authoritarianism as it is to overcome ignorance? The point is not new — it has long been raised by asking whether persons have a natural desire to exercise power over objects or other persons, with physical force as the most elementary and perhaps the most immediately available instrument of power. But the fact that the point is old does not make it unimportant. Intolerance and intellectual provincialism are often considered to be traits of primitive or uneducated persons — and these persons usually regard others who differ from them as being queer, outlandish, or unreasonable. Such persons have too narrow a perspective to see how anyone who differs much from them could be reasonable. The problem of provincialism versus large-group consciousness is clearly involved in such struggles as those over nationalism versus internationalism, or those over states rights versus national unity. An important factor in the international strife of the present time is the rapid rate at which air travel and other technological developments are breaking the shells on local provincialisms throughout the world and are forcing widely different cultural groups to make some kind of adjustments to one another — through war or otherwise.

Authoritarianism grows on the successful exercise of authority. If people in panic look for a strong man with insight or "brilliant hunches" to lead them out of their difficulties,

or if an ambitious person who wants to become a strong man does whatever he can to create confusion and panic so that it is easier for him to grasp power, the eventual duration and scope of his authority will depend on how successful his initial efforts and suggestions are. If he is initially successful it is easy for him to acquire more power — for people to become dependent on his judgment and action in more respects. Thus the power and authority of the strong man grows — the areas in which he tells others what to do, and the sense of personal irresponsibility and of dependence on somebody else likewise grows in the general population — the areas in which the people in general expect to be told what to do. Hitler and other political dictators illustrate the point, and the great-man theory of history in part reflects the main idea involved. The same general pattern of authoritarianism can be seen in the contemporary organization of the nation's armed forces, the organization of many of its industrial and financial corporations, several governmental agencies, and numerous institutions of higher education — as well as in many families.

Oversimplification of authoritarian

Framework Affecting School Administration. When authoritarianism is part and parcel of our culture in the numerous respects noted, with the historical background and prominence in individual personality that have been noted, one should not be surprised at the authoritarian practices of many public school administrators. A combination of ignorance, fears, dependence, ambitions, and tradition on the part of the teaching staff and of the general community constitute the setting in which any authoritarianism of the administrator must function. The social psychology of authoritarianism therefore seems to be the same — regardless of degree, whether in American school administration or in Hitler's military dictatorship.

The idea that authoritarianism in public school administration is a personal matter, confined mainly to the personalities and practices of individual administrators, greatly oversimplifies the situation. Individual administrators who have a comprehensive understanding of the nature of authoritarianism, and of how it is functioning in their own communities, can do much as leaders to modify conditions. However, the net accomplishment

SCHOOL BOARDS GO TO SCHOOL



The school boards in the area surrounding Murphysboro, Ill., have been formed into classes to learn by actual contact what the schools are doing. In the illustration a group is observing print writing in the Logan School, Murphysboro. The program of visitation is supplemented by talks by specialists in various fields. The whole work is part of a plan to take a year or more and is under the supervision of the Department of School Administration of the Southern Illinois University, Carbondale.

in the long run will be greatest if they realize that the teaching staff and the general attitude of the community must be carried along in each step of advance. The process in school operation of sharing authority with parents, teachers, and pupils, must be accompanied by a development of the capacity and willingness of these groups to carry responsibility.

If a community insists rigidly on holding a school administrator personally responsible for every aspect of the school program, one would expect to find a school program which functions at a safe distance within the limits of the *status quo* and an administrative practice in which there is little sharing of authority between the administrator and others. It is always possible for an experiment to turn out unfavorably. Hence if a community is to make educational progress through experimentation, the community as a whole should be willing to study its problems so that it is able to contribute to setting up a promising experiment and should share either credit or responsibility for the outcome.

Democratic Operation Demands Broad Understanding and Insight. From what has been said it should be apparent that one needs to know more in order to act democratically than to act in an authoritarian way—in school administration or elsewhere. Probably there are some administrators who have a fairly comprehensive understanding of democratic philosophy and practice but who nevertheless *choose* the authoritarian way—because it is easier and demands less moral courage. However, the more generous and probably the more justifiable interpretation is to say that most authoritarianism among school administrators is due to ignorance—the administrators do not know what democratic principles would mean if applied to specific situations within their jurisdictions or know how to set up the machinery for translating principles into practices.

Prominent among the limitations of many administrators is the absence of any well-developed philosophy of democratic social values—i.e., what things in life are most important for human beings, in what ways these things or values are more clearly woven into some types of community organization and practice than into other types, and how a school program does or can contribute to strengthening these values. This limitation is partly a result of the fact that in their academic and professional education a large percentage of school administrators have never had a systematic course or comparable education concerning the basic philosophy of a democratic society—or concerning the role of a school system in that kind of society. Many of our supervising principals, particularly in small schools, have reached their present jobs through such avenues as athletic coaching or teaching vocational subjects—with a preparation that emphasized facts and skills which seemed to have “immediate usability,” and with little attention to the long-run values of those or other learnings. The educational preparation of numerous other

principals has emphasized the “chores” and the bookkeeping aspects of administration—likewise with little net outcome concerning social or philosophical understanding of a democratic society and its school system.

One result of the situation described is the inability of many principals to offer any basic social justification of the educational programs of their schools. Hence during times of economic boom they succumb to the general psychology of expansion, and during economic stringency they are unable to differentiate between boom-time fads or frills and a basic educational program for a democratic society—the ax then falls promiscuously, but ruthlessly.

Unless a principal has a clear conception of what a school in his type of community ought to do, he will not be able to contribute intelligently to the planning or equipping of a school building, to evaluating or reorganizing a curriculum, to determining the segments of the total community population which the school should serve or the ways of serving them, or to estimating the proportion of the community's resources which might legitimately be devoted to education in comparison with other community needs. Neither will he be able to secure the wholehearted co-operation of faculty members or of school patrons, or find ways to enable high school students to participate in determining the curriculum or to share in other important aspects of running the school—rather than merely turning over to them certain disciplinary and housekeeping duties. As suggested earlier, conception without implementing know-how is inadequate—but implementation of sporadic fragments, without basic social integration, will consume funds and perhaps contribute to a passing

show, but it will never result in a constructive and defensible educational program.

For further illustration, perhaps reference might be made to a few additional areas of student participation in school operation. Among areas in which students can develop into assuming major responsibility are: planning school assemblies, arranging for school parties or for adult entertainments at school, supervising school bus transportation, censoring poor sportsmanship at athletic events, accounting for funds at various school activities involving admission fees, connecting students with part-time jobs, acquainting new students with the school and its practices, conducting class meetings during short periods of teacher absence, securing attendance and participation of parents at PTA meetings, directing philanthropic drives and other fund raising campaigns, discovering and eliminating reasons for student dropouts, and maintaining follow-up records on dropouts and graduates.

It should be obvious that for a superintendent or principal to develop a school program including a wide range of activities based on student responsibility he would have to know more about social psychology, community structure, and school organization, and would have to exercise more imagination and more integrative effort, than would be needed to maintain a lean authoritarian program which included few if any such avenues of student responsibility and growth. It should also be obvious that the greater the extent to which the teaching staff is freed from routine responsibility connected with activities such as those described, the greater the amount of time and energy they should be able to devote to relating their teaching activities to the needs

(Concluded on page 92)



Children are always interesting when they are interested in work or play. These children are Americans enrolled in the school conducted for staff workers of the Standard Oil Company, at Port Jerome, France.

The Community's Role in School Administration

George Leamson*

An experiment in human relations currently is being conducted by the Board of School Commissioners of the City of Indianapolis. Its success will not be known for some time, but the human relations engineers performing it are confident the results will live up to their fondest expectations: to bring all the resources of their community into the public education program.

These engineers—members of the school board and their executives, led by Dr. H. L. Shibler, General Superintendent of Education—feel that the present trend in school administration definitely is toward broadening the base of operations.

"Gone are the days when a school system can be operated from an ivory tower," Dr. Shibler said in a recent address to an educational fraternity. "Rapidly fading out of the American school scene is the administrator who operates from such a tower, admitting to his inner circle only members of his official family."

This echoes the sentiment of present board members who believe that activities of the administrator must not stop with them. The wise administrator—the human engineer—must be concerned with his community so that his community will be concerned with the schools. The base of operations of school administration today must be as broad as the community itself, the board is convinced.

The Indianapolis school board and the school administration thus have gone directly to the general public with a number of their problems and programs for advice and eventual approval or rejection. These programs are interesting of themselves, but a review first of the thinking that underlies the decision to include as much of the community as possible in school affairs may make them more meaningful.

The Underlying Thought

When people have the facts in any situation and understand them, their decision on a course of action will be just and fair. If they do not have the facts—and this naturally bars understanding—they become suspicious, confused, and sometimes actually hostile to a public school—or any other—program. Thus they are ready to listen to any demagog that comes along. So, it is the task of an administration to bare the facts to the public and

trust that Mr. and Mrs. Average American will face up to the responsibility, whatever it might be, and choose wisely. This will take courage, but it must be done. It's a truly democratic way requiring extensive planning and a lot of hard work, but it will bring excellent results in the long run.

This may sound revolutionary in quarters where public programs traditionally are worked out behind closed doors and then are "railroaded" through "public" hearings without the public having a chance to say or do anything about them. In Indiana, where a grass roots movement to secure more "home rule" has been in progress for several years, the theory is catching on like a prairie fire.

The general public never has been so much interested in the public schools as it is today. This is evidenced in many ways. The newspapers, for example, seek exclusive stories about the public schools because school news is headline news these days. The public is directing a searching gaze upon every phase of school operation. It is poking into areas it hitherto has not found interesting. And it has every right to do so, Indianapolis board members feel.

"This makes it more imperative that we have the public feeling responsible for the schools—working for the schools as co-partners with school officials. Too often, the public has been on the outside of the school system, looking in. A situation of this kind breeds suspicion. We have to bring them inside, where they can see things clearly for themselves," Dr. Shibler maintains.

Two-Way Communication

"To bring them inside" is primarily a matter of establishing lines of communications. The human relations engineer thus must concern himself with bringing together people with different backgrounds and finding for them a ground of common understanding. The first responsibility of the human engineer in school administration is to organize his school system and the people in his community so that they understand the system and what it is trying to do. Dr. Shibler and his assistants see their work as a double-headed problem: (a) bridging the gap between the central administrative office and the classroom teacher and (b) establishing rapport between the central office and the parent in the home. The Indianapolis staff looks at the problem in another light, also, seeing it as a matter of equipping people

in the community so they can be asked and can answer back. "It's important that we have many voices answering criticisms rather than just the one voice of the official family," Dr. Shibler said recently.

And the feeling in Indianapolis is that these many voices are going to be voices of authority, commanding respect for the school system. For the schools today are working with better educated parents than ever before. They "know the score" about school problems and can discuss them intelligently. The school administrator who shuts them out of his planning not only lets a rich resource go unused, but actually insults their intelligence.

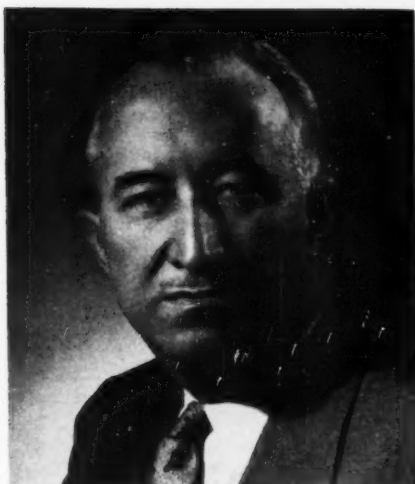
This is all a matter of human relations, but it is also a matter of common sense, the board believes. Educators have been talking about democracy in the schools for so long that it is time to practice it. The general public is taking the educator at his word and demanding a more direct voice in the formulation of day-to-day school policies. Common sense dictates that the public should have this right and should become an integral part of the school program. In this world, locked in a struggle for control of men's minds, the value of this program becomes even more evident. The forces opposing our way of life constantly are seeking a path into the thoughts of the average man. Therefore, the great American institution of the public schools must work hard to keep men's minds allied in the cause for a free America and a free public school system.

Developing Instructional Materials

One of the first visible signs that the base of administrative operations in Indianapolis was being broadened was noted two years ago. Surveys had revealed that local high school students did not understand as well as they might have how the free enterprise system operated in the community. In looking for methods to strengthen instructional techniques in economics, Dr. Shibler hit upon the idea of producing locally the instructional aids the schools would need. But this appeared to be too large an undertaking for the instructional staff and too great a strain on the instructional budget. Faced with this problem, Dr. Shibler decided to go to the community for advice.

A group of some thirty leaders of business, industry, labor, and education were called together to discuss the matter of telling pupils

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Dr. H. L. Shibler
*General Superintendent of
Education*

the story of the city's economic life. These leaders agreed that it was important that boys and girls realize what the work their fathers did daily meant to them; how it brought them food, clothing, shelter, and educational and cultural opportunities. Set up as an advisory committee the group prepared a plan to provide curriculum material on various areas of business and industry in Indianapolis for use in grades 7 through 12. The program was titled "Indianapolis at Work."

The committee also secured private funds which enabled the school city to underwrite the expense outside the regular school budget. The group still is functioning and currently is discussing plans to make the project a permanent part of the Indianapolis instructional program. The school system was strengthened by the experience and gained support from many new quarters. It practiced the theory of utilizing community resources and reaped large dividends.

Retail Merchants Give Help

Last year, the Indianapolis schools used community resources in another way and, again, found the community more than willing to help. The schools went to retail merchants and outlined needs for instructional aids. Supervisors, consultants and teachers, concerned with curriculum building and seeking to make their pupils' learning experience practical, found the merchants ready with many valuable ideas and suggestions.

The co-operation resulted in arranging of field trips for pupils in which they visited retail stores to inspect merchandising techniques, hear lectures, view demonstrations, and discuss with merchants the story of the products they sell. In-store clinics also were set up and the businesses provided factual data for the schools, including motion pictures, slides, charts, booklets, and maps. Guidance personnel in the schools also profited by getting an insight into the retailers' needs in

trained employees. What this means is that the retail merchants helped the instructional staff to find and use meaningful, up-to-date instructional materials for the educational program. Again, the community participated directly in school affairs and theory became practice.

A Citizens' Budget

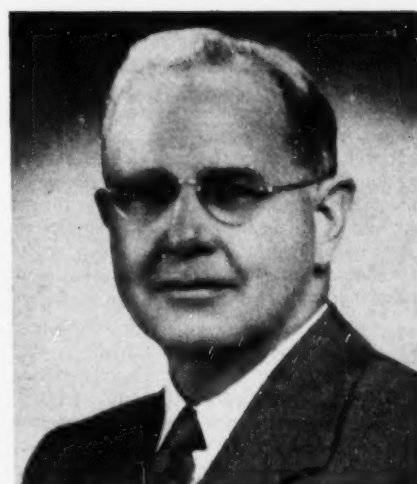
One of the revolutionary attempts to broaden the base of school operations in Indianapolis was made a few months ago when the school board established a Citizens' Budget Study Committee of 225 members to help plan the school city's budget for the coming year. In Indiana, this is a new departure. Traditionally, school budgets are readied, without publicity, over a period of months preceding public hearings on them. The public, thus, generally has been in the dark about details of anticipated spending. This year, however, this committee of citizens actually is *building* the budget. It is telling the board, for example, how much the city can afford to pay teachers, how many new classrooms can be built, and is deciding other vital issues. The board and its staff have made available to the committee the *advance* requests for funds from teachers and principals, the first time this has been done in Indianapolis. The committee considering the budget is made up of Parent-Teacher Association presidents; teachers; civic, industrial, business, labor, and professional leaders, and parents. It is representative of every taxpaying interest in the city and the decisions it is making will shape the board's future financial actions.

The Indianapolis school board is faced, as are most school boards, with a tremendous increase in school population. From all indications, this rising population will continue for the next ten to fifteen years, making financing of education a major problem. This board will have to spend millions of dollars for additional classrooms, equipment, supplies, and teachers. The general public will have to provide these millions through taxes. But before taxpayers provide it, they will want to know that it is going to be used wisely. So the board feels it is essential that the community decide, in advance, what is needed and what it can pay for. If taxpayers are called to help formulate the educational program, if they feel that it is their direct responsibility, they will act willingly when it is time to pay the cost of the program, whatever it might be. They will rightfully feel, that the schools are *their* schools and that the schools reflect *their* thinking.

The Final Responsibility

At first glance, it may appear that the board and the superintendent have run away from their responsibility for making major decisions. But this is not the case. The officials still will be making the decisions in the final analysis. But these decisions will better meet the needs of the public, because the public will have had a hand in shaping them.

Also in progress is appraisal by the com-



Grier M. Shotwell
*President, Indianapolis Board of
School Commissioners*

munity of a tentative "educational platform" for the Indianapolis public schools. Probably more persons, numbered in tens of thousands, are involved directly in this activity than in any other of the many by which the schools' operations base is being broadened. The tentative platform, written by Dr. Shibler, definitely establishes educational policies for the schools. It is based primarily on an educational platform developed in 1951 by superintendents in cities of over 200,000 population in this country and Canada. Dr. Shibler participated in this development and the Indianapolis staff contributed research to the over-all study made before the drafting of the national platform started.

Parents and teachers are evaluating this tentative platform in study groups. They are arriving at a common understanding of its provisions. As they study the platform, they are submitting recommendations to the superintendent's office. The fate of the document will depend on what the majority of these groups recommends. It will be presented to the board to incorporate changes recommended by the public. The public will have had a chance to judge *in advance* the merits of action the board proposed to take.

This method of operation, bringing the people directly into the planning of school programs, has been used also in the development of report cards, selection of textbooks, development of curriculum, designing and building of school buildings, and the founding of centers for gifted children. It will be used in other situations and, it is hoped, will result in setting up several permanent citizens' groups to guide administrative actions.

Implications of the Plan

The type of administration used in Indianapolis has many implications for future school board members, administrators of the "old school," teachers working to get into the administrative field, and students training to

become teachers or administrators. Integrating the public school system into the vitals of the community is inevitable, Indianapolis administrators believe. This always has been done to some extent, but not at the stepped-up pace evident in Indianapolis.

It will require that future teachers as well as administrators have a thorough understanding of human relations. "Teachers no longer can feel that it is their sole responsibility to secure themselves in a classroom with a group of children and teach reading, writing, and arithmetic, and let the rest of the world go

by," Dr. Shabler asserted in his remarks to the educational fraternity mentioned earlier. Teachers must equip themselves to work as effectively with mature persons as with children if they want to survive in the educational world of the future.

Board of education members will have to consult directly with the public they represent. They and their executives will have to draw more and more on the brains of industry, business, and the professions, as well as on the total resources of their communities. The public has begun to demand this type of op-

eration, and the board member who ignores the demand and acts on his own will meet with vociferous opposition from a well-educated, articulate clientele who want to take an active part in school operation.

Public school administrators have a golden opportunity to put this developing human relations concept into practice in their own communities. It appears to be hard work, and it is, but in the long run it will bring them to the position of real community leadership they have sought and the public has every right to expect of them.

Recent Judicial Opinion: IV—

The School Board and City Fiscal Agencies

Stephen F. Roach, Ph.D.*

It has been said that history is a record of lessons from which governments may profit if they choose.

In like fashion, it might be claimed that court decisions relating to American public education furnish a record of lessons from which school boards might well profit. Doubly informative, in this latter regard, are cases where the litigants are a board of education and a local governmental unit or agency, since opinions in such cases will frequently clarify not only a specific issue of local school board operations, but also the relationship between the public education function of government and local governmental functions in general.

An example of this type of case is illustrated in an opinion handed down in the Supreme Court of New York on July 9, 1952.

This opinion presents a recent, authoritative judicial view of the relationship that should exist between the board of education of Syracuse (N. Y.), and the fiscal agencies of that city (with which the school district was coterminous). It also illustrates the deep conviction, now well established in America, that control of the public schools is to be kept close to the people, without the intervention of any general municipal body. Put differently, the opinion reiterated the belief that school administration, like the judiciary, is best kept separate from the other functions of local government.

The opinion also demonstrated, to some extent, how the courts, when they attempt to discover and formulate general principles out of the maze of legislative enactment, play an important part in fixing the powers and duties of the various agencies concerned with public education, and thereby shape the pattern and structure of education within a state.

*J. J. Ferris High School, Jersey City 2, N. J.

A Pertinent Case

In this case,¹ the facts showed that, in compliance with statute, the Syracuse board of education had prepared and filed with the appropriate city authorities an itemized estimate of the educational funds needed for the 1951 fiscal year. This estimate was approved by the city Board of Estimate, and then adopted by the Common Council as part of the 1951 city budget.

Also in accordance with an existing legislative mandate, the school board had filed schedules of teacher salaries to be effective July 1, 1951. These schedules showed the mandated teacher salaries and increments, as required by law, together with certain nonmandated salaries and increments for 85 teachers not covered by the legislative mandate. The salary schedules showed an increment of \$500 for both groups of teachers.

Starting with July, 1951, the board of education certified to the city auditor (King) its monthly payroll, based on these salary schedules. Included thereon, therefore, were the \$500 increments for both groups of teachers. The city auditor issued warrants for all the payroll amounts excepting the nonmandated increments.

In August, 1951, in accord with previously established practice, the board of education requested the city Board of Estimate to transfer some unexpended appropriated school funds so as to make these funds readily available, for board of education use. The requested transfer was made, except as to funds to cover the salary increases for the 85 nonmandated teachers.

The facts also showed that at all times there was an unexpended over-all balance of appropriated school funds in the 1951

city budget, sufficient to pay the requested increments, as well as all other certified board of education obligations and requirements.

In view of the refusal of the auditor to issue the disputed warrants the school board brought suit to compel compliance, claiming that:

1. So long as it kept within the total amount appropriated for its use in the city budget as adopted, the board of education had the sole right to fix the salaries of board employees; and

2. Neither the auditor nor the city Board of Estimate had any control or authority over board expenditures, provided the money was spent for educational purposes and did not exceed the appropriation.

On the other hand, King contended that, as city auditor, he was not permitted to issue the disputed warrants, because: (1) The amounts of the nonmandated increments did not appear by line item in the estimate or in the city budget, as was required of city agencies by the charter. (2) No transfer of funds to this specific item had been approved by the city Board of Estimate. (3) The city Board of Estimate had the authority it was exercising over these educational funds, in view of the statutory provision which granted it permission to "increase, diminish, or reject any item contained in the estimate" submitted to it by the board of education. King then went on: "If the plaintiff is correct in its construction of the law, then [the board of education] is for all intents and purposes fiscally independent of the city of Syracuse, once its budget had been approved by the Common Council."

The Issues

From the foregoing, it will be evident that the specific issue in this case could be

¹*Id. of Ed. of City of Syracuse v. King*, cited as 114 N.Y.S. 2d 329.

stated: What is the authority and duty of the city auditor with regard to the issuance of warrants, upon unexpended appropriated board of education funds, for the payment of teachers' salary increases other than those made mandatory by legislative action?

It will be noted that, in reviewing this specific issue, the court would also be considering the broader issue: What fiscal relationship should exist between a "fiscally independent" city board of education and its coterminous municipality?

The Court Findings

The court held: "The defendant's conclusion as to the fiscal independence of the Board of Education, once its budget had been adopted and the money appropriated, is correct, not only by virtue of the statutes but in accordance with the plan and policy of the State to remove educational matters and finances from the welter of policies and politics necessarily inherent in the administration of a city and its several departments."

It commented that the fallacy of the defendant's position seemed to be that he supposed the board of education to be a city department, in the same category as the fire or police departments, whereas, by statute, the Syracuse board of education was to operate as a separate body corporate, independent of the city except for the approval of its yearly estimate, and the incorporation of the approved estimate into the city budget.

To the auditor's first contention, the court then answered; "Whether an expenditure duly . . . certified by the Board of Education appears by line item in the estimate or the budget is immaterial . . . [since] the funds in the hands of the city treasurer to the credit of the Board of Education . . . are not public money in the sense used in the charter." To the related claim that the city charter made a city agency of the board of education, and hence permitted the city Board of Estimate to fix the compensation of school board employees, the court also denied merit; pointing out that charter provisions applying to city departments, officers, and employees had "no force or effect as to the funds in the hands of the city treasurer to the credit of the Board of Education."

To the second contention, the court replied: "The Board of Education has sole authority to disburse the funds appropriated and set off for its use upon orders drawn upon the . . . fiscal officers of the city."

With regard to the third contention, the court agreed that educational needs were to be balanced with the needs of the police and fire departments and other city agencies, and therefore, that the annual school board estimate was to be studied and discussed in relation to the total city budget. But, it added: "Such estimate is informational and tentative, and the Board of Estimate

may diminish or reject any item therein. Such rejection or diminution reduces the total appropriation for educational purposes. That, however, is the extent of the authority of the Board of Estimate. Its reduction is in the gross amount of the appropriation. . . . Once the budget is adopted, and the educational moneys set off to the board of education . . . there is no further duty or responsibility or authority in the Board of Estimate over the educational funds. How, when, and in what amounts these funds are disbursed is solely the prerogative and responsibility of the Board of Education, so long as they are spent for the educational purposes appropriated and within the limits of the appropriation."

The opinion then noted that if King's contentions were to be the rule, the auditor or the Board of Estimate would be administering public education, instead of the board of education. Changes in personnel and in salaries, it held, "would then be under the control of an officer or body to whom . . . the legislature had delegated no such authority and control. Such a rule would be contrary to the public policy of the state for many years."

Therewith, the court returned a unanimous judgment in favor of the board of education and held that it was the auditor's duty to issue the disputed warrants.



Doubly Honored

Charles D. Evans has been an effective member of the Ottumwa, Iowa, board of education for 39 years and 6 months. A new junior high school building has been named in his honor. On the opening day Mr. Evans was further honored with the privilege of raising the school flag for the first time. — Photo, *Courier*, Ottumwa

Significance of Case

The significance of this case for school boards appears to be threefold.

Firstly, the broad, general principle that the school district is a subdivision of the state itself, and not an agent of the city or county — unless so specified by statute — still remains inviolate. The constitutional or legislative grants of general powers made to local boards set them up as distinct and sovereign governmental bodies. Whether a school district is coterminous with some unit of local government, or lies entirely within, or partly outside that unit, has no effect on their fundamental, organic relationship. Both are functions and branches of state government, and both are answerable only to that government. Neither, therefore, is an agency of the other.

Secondly, it would appear that the courts will continue to insist that whatever power a governmental agency has over education must be specifically delineated in appropriate legislation. No agency of local government will be considered to possess the inherent authority to assume control over public school affairs.

Thirdly, certain specific judicial principles would appear to have been spelled out:

a) The board of education is not a department or agency of the local governmental unit; nor are board personnel to be considered as officers or employees of that unit.

b) The board of education operates as a separate body corporate, independent of the local governing unit. The relation of principal and agent, as between the local unit and the board of education, does not exist.

c) Once funds are appropriated and set aside for its use in the Syracuse city budget, the board of education has sole control over how, when, and in what amounts these funds are disbursed, provided only that the expenditures are for educational purposes, and do not exceed the appropriation. This is so, not only by legislative mandate, but also by virtue of long expressed public policy in New York State.

d) Board of education funds, though they may be in the hands of fiscal agents of the local governmental unit, are not "public moneys" in the sense that they are subject to the control of such fiscal agents.

e) The statutory authority of the Syracuse Board of Estimate "to increase, decrease, or reject" board of education estimates of the amounts to be appropriated for educational purposes, is limited to the gross amount in such estimates.

While it must be remembered that the foregoing opinions carry the force and effect of law only in certain jurisdictions in New York State, their persuasive effect on analogous litigation in other jurisdictions should not be overlooked.

Shorewood's Facilities for Recreation

T. J. Jenson and J. D. Logsdon***

Providing for recreational needs of youth appears to be an increasing concern to many local school systems. In attempting to arrive at a solution for this problem it is important that the total educational program be given consideration. Youth needs involve such matters as preparation for the world of work, training for active citizenship, preparation for advanced training and education, and assisting in the preparation for happy, successful living and the wholesome use of leisure.

The current concept of a balanced educational program makes it necessary to give attention to the social and recreational opportunities provided young people. This story is a brief presentation of how one community set about to provide facilities for these activities.

Shorewood is a residential suburb in Milwaukee County, Wis. For some time, this community has attempted to provide school facilities and programs to meet the needs of youth in our rapidly changing social order. The board of school directors, the faculty, patrons, and students have attempted to maintain a continuous evaluation of the educational program in the village of about 18,000 people.

Five years ago the school plant facilities were carefully studied for the purpose of determining future needs. After consider-

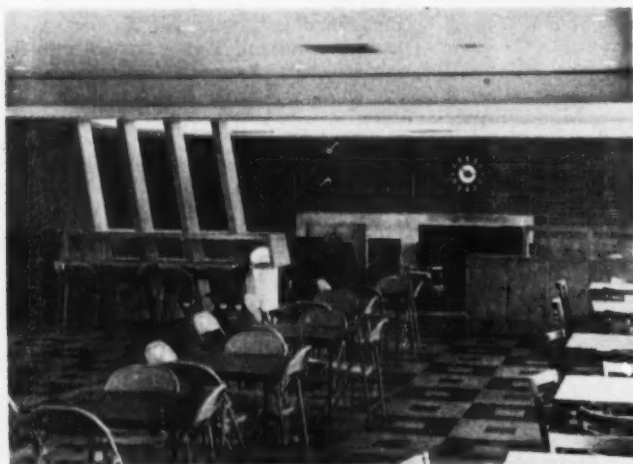


The ice cream and soda bar provides attractive surroundings for light refreshments.

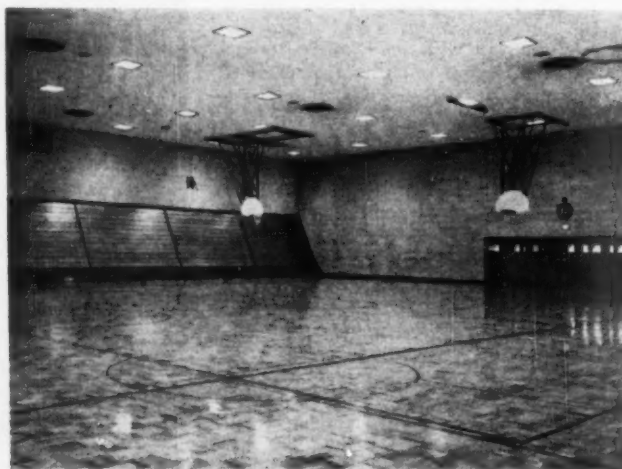
able deliberation, it became apparent that the recreational and physical education facilities should be improved and augmented to provide more adequate social and recreational facilities for the youth of the community. Among the building proposals submitted to and approved by the voters was the Youth Center and Gymnasium building pictured here.

Attractive Features

The enthusiastic approval of the project by the voters was followed by much co-operative planning. Athletic coaches, teachers, administrators, parents, and students were given the opportunity to review projected plans and offer criticism and innovations. Noteworthy among the unique



The main recreation room looking toward the dignified fireplace in the entrance lobby.



The gymnasium is fitted for physical education, games, and community play.

suggestions made were the following: (1) a large decorative fireplace in the youth center to lend atmosphere; (2) bowling alleys for use in physical education instruction as well as recreation periods; (3) a modern dairy bar which students might patronize instead of the typical "hang-outs"; and (4) cloakroom facilities designed for both student and public usage.

Construction of the building was completed and the building was occupied November 1, 1951. The building contains approximately 758,150 cubic feet. The total cost, with equipment, was \$492,245.68. Some features of the building include: (1) a regulation basketball court with two regulation cross courts for practice when bleachers are folded; (2) fold-away bleachers accommodating 2250 spectators; (3) a built-in public-address system with multiple small-unit speakers in the ceiling; (4) dressing rooms for both visiting and home teams; (5) a recreation and game area; (6) a "Cozy Nook" with fireplace and television; (7) storage facilities; (8) four bowling alleys; (9) cloakroom space; (10) a kitchen; (11) a dairy bar; and (12) public lavatories.

Management of Center

A full-time recreation director has been employed by the school district. His responsibility is the co-ordination, planning, and administration of a program for full utilization of the facilities. Parents, teachers, administrators, and students were called upon again to assist in the development of a policy for the operation of the program. Opinionnaire and conference techniques were employed to gather ideas and information. National leaders in the field of recreation were polled on such matters as



The entrance lobby with its dignified fireplace and modern furniture has the attractive qualities of a fine club.

the purpose of youth centers, program features, schedules, number of facilities, opening and closing hours, and plant usage by other than youth groups.

The following policy statement on the operation of recreation facilities was developed co-operatively by the school administration and adopted by the board of school directors.

A Policy Structure for the Operation and Function of The Shorewood Gymnasium,

Recreation, and Youth Center Building

PURPOSE

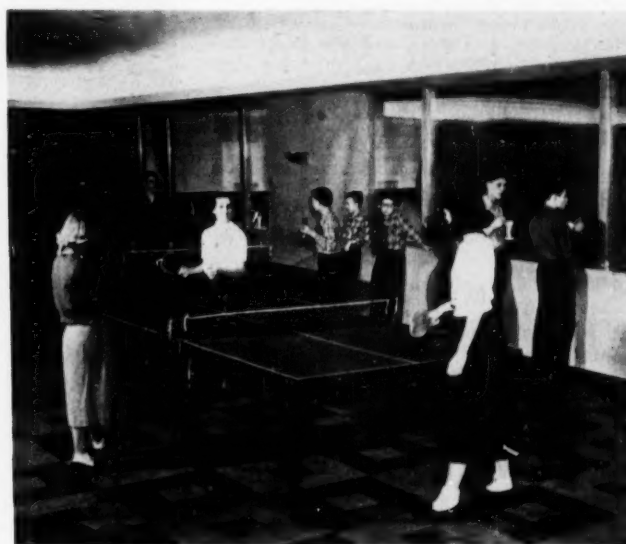
The purpose of the above named building is twofold; first, to provide additional gymnasium facilities for physical education and gymnasium activities, and secondly, to provide a Youth Center for the wholesome recreation of school age residents of Shorewood in grades seven through twelve.

SCHEDULING

The scheduling of the Youth Center shall be carefully supervised by the Director of Youth Activities in co-operation with the High School



The bowling alleys are used to utmost capacity after school and during the evening hours.



A corner in the widely used table game room.

Principal. Shorewood High School students and groups shall have priority in all matters of scheduling of the facilities. In the event of any scheduling of non-youth groups, it shall be done only on a week to week basis and in a manner so as not to interfere with the primary purposes of the facilities.

OPERATION AND SUPERVISION

The operation and supervision of the Youth Center portion of the new building shall be the direct responsibility of the Director of Youth Activities who in turn shall be directly responsible to the High School Principal for this phase of his work as a department head in the High School. All operations and functions shall follow the general policies prescribed by the Board of Education.

The operation and supervision of the new gymnasium area shall be the direct responsibility of the High School Principal in the same manner as any other classroom area.

HOURS

The Youth Center shall be open on school days each noon and after school until six o'clock with warning alarm at 5:45 on all days except Friday and Saturday when an agreed upon closing hour shall be established not later than 12 o'clock p.m. The Youth Center will not be expected to compete with other regularly scheduled school activities. However, the Youth Center shall be open to accommodate those for whom no other activities are available.

THE BOWLING ALLEYS

The bowling alleys, for the time being, shall be operated after school on all days save Friday and Saturday when they shall be open in the evening, except when they are in direct conflict with the operation of some function in the Youth Center. Any general use of the alleys by adults is not looked upon with favor since we immediately place ourselves in competition with public alleys and under the general regulations of such publicly operated alleys.

SALES AND FINANCIAL POLICIES

The operation of the bowling alleys and the refectory shall be self-sustaining. The Director of the Youth Center will be held responsible for these operations in accordance with accepted business practices established by the Business Office. **POLICY SUBJECT TO REVISION AND MODIFICATION**

The operation of the Youth Center for the ensuing school year, 1951-52, shall be considered somewhat experimental. Experience thus gained will furnish information for further desirable revisions and modifications of the policies herein set forth. Suggestions from the Student Council, the Youth Center Council, the Social Chairman, Parent Advisory Groups, and the Professional Staff will be welcomed.

A Year's Experience

A successful year's operation of the youth center facilities has demonstrated clearly the wisdom of the community in providing social and recreational experiences within the framework of the educational program.

The students of Shorewood High School have used this building before and after school hours, through lunch periods, and during designated evenings. Other youth of the village, of high school age and not enrolled in the school, have also been welcome at the youth center. The influence of this development has been felt throughout the locality.

The success of this community venture has not been due entirely to the excellence of the facilities. The Director of Recreation has made wise use of student and parent planning. The Youth Center Council, con-

sisting of elected representatives of the student body, has developed a set of rules designed to make efficient and proper use of the center and to insure high standards of conduct. Students are being used to assist in the management of the bowling alleys and in the operation of the dairy bar and game room.

Student affairs sponsored in the Youth Center have included dances, mixers, receptions, teas, and "after game" open houses. At times when the building has not been scheduled for use by students, parent groups have been accommodated. It has

been a splendid setting for open houses for school patrons, Parent Advisory Council meetings, parent auxiliary groups, and faculty functions.

For some years the motto of the Shorewood schools has been "Good Schools Make Communities Better." It was in this spirit that this development had its inception. Citizens and students have demonstrated beyond any doubt their enthusiasm for the wholesome opportunity offered by this unique experiment in providing social and recreational experiences under school supervision.

When the Town Helps —

Bond Elections Can Be Carried!

*Coke Wood**

When almost every second school-bond election and maximum tax-boost election is being defeated, it is the lucky school board that gets approval of a bond issue by the necessary two-thirds vote of the electorate. The Calaveras Union High School Board at San Andreas, Calif., not only faced the normal odds of voter rebellion to inflated prices and ever increasing local, state, and federal taxes, but it faced the additional handicap of having a school district where loyalty is divided with a neighboring school—the Bret Harte High School—where a large number of chil-

dren from the Calaveras district are being educated. The situation is further complicated by the fact that one of the elementary school districts, Copperopolis, had made two efforts in the past two years to withdraw from the Calaveras district and join the Bret Harte district. In spite of these seemingly overwhelming odds, the voters went to the polls and 76 per cent of them approved a bond issue for \$550,000 to enlarge the school plant by six new classrooms, a music building, a swimming pool, and a new gymnasium.

This victory was even larger than the most optimistic member of the board dared predict. The bond election had been postponed eight months so that the county as a whole could vote on the question of a unified school district for all of Calaveras County. In this election the voters, for the second time in two years, turned down the plan by a two-to-one vote. Following these two defeats, some members of the board despaired of getting the voters to approve any plan for improving the schools of the district, especially if an increase in the tax levy was involved. However, when the board canvassed the votes of the bond election, they learned that every elementary district had voted a majority for the bonds except Copperopolis, Murphys, and Avery. In these districts most of the pupils attend the Bret Harte High School in the neighboring town of Angels Camp. Two of the districts, Campo Seco and Esmeralda, voted unanimously for the bonds. Even in Avery and Murphys the vote against the bond issue was lighter than expected. The total vote was 1405 for and 434 against, giving a favorable vote of more than three to one.

While Calaveras was winning this bond election, the neighboring school districts of Oakdale, Ripon, Acampo, French Camp, and Stockton Unified were losing elections for tax increases or bond issues.

*Member of the Calaveras Union High School Board, San Andreas, Calif.



Mr. Oliver Kenfield, principal of the Calaveras Union High School, has been the one individual most responsible for the recent school bond election.

No Magic Formula Used

The Calaveras school board has no magic formula for winning a bond election, but a listing of the plan of organization and the techniques used may be of help to some other school board.

Probably the most important factor in the success of the campaign was the hard work and continuous effort of all interested, the students, faculty, administration, school board, and the Parent-Teacher Associations. Without this enthusiastic co-operation the bond issue would not have had a chance. The one individual most responsible for the organization of the campaign and for maintaining the enthusiasm was Oliver Kenfield, principal of the high school. He deserves a large portion of the credit for the success of the campaign.

Although the school board and school administration had been telling the voters at every opportunity that a building program was badly needed, it was not until a meeting with some fifty representatives of the heavy taxpayers was held that the campaign was formally launched. At this dinner meeting, prepared by the Homemaking Department of the high school, an effort was made to acquaint the group with the problem — the need and the cost. The evidence was presented on a mimeographed sheet and discussed in detail. Copies of the architect's plans for the buildings and the expected cost of construction were also presented. The board was greatly encouraged by the enthusiastic and unanimous endorsement of the program by this conservative group, and this endorsement proved to be a vital factor in achieving success.

A Quick Campaign

The publicity campaign was confined to a short but concentrated period of one month. During this time mimeographed material was sent home with the pupils, giving facts as to crowded conditions and obsolete buildings, anticipated future enrollment, and the main points in the cost and manner of financing the campaign. Articles were carried in all the local newspapers presenting the problems in question and answer form in an effort to break the material down so that it could be readily understood. The principal and members of the school board attended meetings of civic groups and clubs, explaining the issues. Members of the school board attempted to make contacts with all influential voters in the respective districts and persuade them to support the bond issue. This personal work is very effective in a rural area. Other devices successfully used were the putting in of window displays, tagging door knobs, and placing bumper posters on all possible cars. On the day of the election a concentrated effort was made to get the voters to the polls by members of the Parent-Teacher Associations in the different elementary districts and by members of the faculty of the high school, using their own cars. Teachers were able to leave early as a minimum day was declared. This fine support and co-operation was in-



The main classroom building the Calaveras Union High School erected in 1928 has been modernized inside from time to time. Built for 150 pupils it now accommodates 325 children.

valuable. The high school band was loaded onto school busses, carrying posters urging voters to support the bond issue. It played brief concerts in all the larger sections of the district. When the returns of the election began to come in and it was clear that the bonds would carry by a large majority, the students who had worked hard for the campaign celebrated as if they had defeated a bitter rival in an athletic contest.

Fifteen Success Elements

There is little that is different in the methods used by the Calaveras High School board from those used in other campaigns, but the organization and timing was good and the effort and enthusiasm of all those vitally interested was excellent. A summary of the methods used may be of help to other school boards. In the following fifteen points are summarized the procedures for conducting a successful school-bond campaign in a rural area.

1. Decide on your present and future needs by personal consultation with the State Department of Education officials, teachers, and parents.
2. Enlist the services of a good architect to prepare preliminary sketches and approximate costs.
3. Condition the public as to the needs of the school before a bond issue is even mentioned. This can be done through the press, the PTA, public gatherings, and by the pupils themselves. The time to start is when people begin to ask questions about school needs.
4. Be sure to know exactly what is needed and wanted and be prepared with facts and figures to defend the position taken.

5. Just before launching the campaign, select some fifty or more of the biggest taxpayers and influential people and invite them to a dinner at the school, which has been prepared and served by the Homemaking Department. Considerable care should be taken in selecting these people. Do not send out written invitations. One board member and the administrator should call on each selected guest personally and invite him to the dinner, informing him that the reason for the dinner is to discuss the present school crisis.

6. Before the dinner take each guest on a tour of the buildings, pointing out the weak spots and crowded conditions.

7. Following the dinner have the president or clerk of the board present the problems confronting the school and outline the proposed solution. After this presentation, distribute copies of the talk to each member present and throw the meeting open for discussion. Approval of this group is very vital.

8. Launch the campaign immediately following this meeting, giving it all the publicity possible.

Parents and Pupils Help

9. Make contacts with every organization in the district in an effort to enlist their support. Concentrate especially on the parents.

10. Use the students in the school a great deal. Don't rely on public meetings and newspapers, although these should be used to the fullest. At least once a week send out a short, concise mimeographed sheet, not more than one page, giving facts on the campaign. Organize the pupils into groups and have the

(Concluded on page 91)

Small Communities Also Have School Building Problems

N. L. Engelhardt, Sr.

Many small communities are, today, experiencing school building problems very different from those of the past. Among such communities, the situations, which are somewhat similar, run about like this:

1. The small community is no longer showing the growth patterns it did formerly. Instead of a steady, normal trend, growth today comes by spurts.

2. The future is less predictable. In small communities, groups of houses, rather than

single homes, tend to be built. They are placed on comparatively small lots, their erection following no known schedule except the

pleasure of those who make new real estate divisions.

3. The decentralization of urban centers tends to create new problems in the small community into which the urbanites move.

4. The small communities have advanced as far as they can with a limited community plan and are discovering that, as a result of new growth, some of their problems assume major proportions.

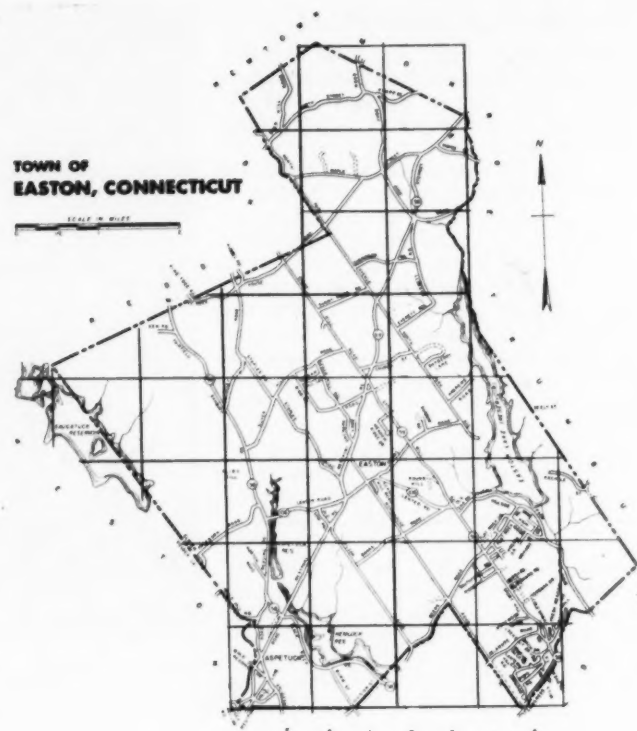
5. It may also be true that leadership in community planning, although existent, has been slow to emerge and is only now, under pressure of recent developments, beginning to assume the role for which it is fitted.

6. Schools with small enrollments frequently face no major difficulty. New homes, however, bring new children, and, with many pupils in all age groups, the school problems mount.

Easton's Population Problem

Easton, Conn., is one of the small population centers where new school problems are coming to the fore. Being a New England town, Easton has gone its own way independently. With pride, it traces the continuity of free education in the town from 1781 to the present day. Easton's population, 2165 in 1950, has more than doubled in two decades, and the first two years of this decade auger for a continued rapid growth. School problems multiply with such extensive population changes.

Easton, as shown in Map 1, contains ap-



EACH SQUARE = 1 SQ. MILE

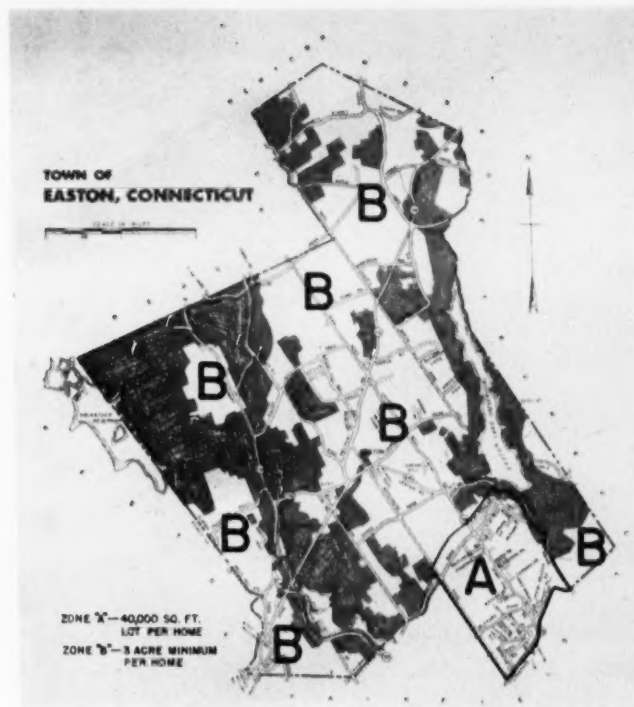
Map 1.



Map 2. Easton is the center of a rapidly expanding population.



Map 3. The shaded areas are the property of the Bridgeport Hydraulic Co.; the white areas, privately owned, are used mainly for residence purposes.



Map 4. Land use. Areas "A" and "B" are privately owned and used mainly for residence purposes.

proximately 28 square miles. Its neighboring city, Bridgeport, with a population of 159,000 in 1950, covers approximately 17 square miles of land and water. This represents quite a contrast in density. No one knows how long it will take before a more even distribution will emerge. Easton lies in an enviable location in a highly populated region. Map 2 shows its position, approximately 45 miles from metropolitan New York, with one of the nation's superior parkways making for easy travel connections. Other highly populated urban centers, such as Waterbury, New Haven, Norwalk, and Danbury, are within easy motoring reach. Easton's home sites, with all the advantages of the New England rustic setting, will increase in attractiveness. The automobile and the modern highway have not yet expended their full impact on such small communities.

It is interesting to note that Easton contains and safeguards much land and water area of Bridgeport's water supply. Map 3 shows how 7443 of Easton's 16,471 acres are devoted to this purpose. Thus, permanent assurance is given to the owners of the remaining 9028 acres that the setting and surroundings of their property will continue to be attractive, with landscaping, expanses of water, and woodlands predominating in evergreens.

The Zoning Control

The town fathers of Easton, fully aware of the imminence of change for small communi-

ties, recognized that zoning regulations were essential for the protection of the character of the town. The aim of such regulations was stated as follows:

The Town of Easton is and has always been a residential and farming community, and it is the general purpose and intent of these regulations as amended to protect and preserve these general characteristics of the community in order to promote the health, safety, general welfare, and prosperity thereof. Map 4 indicates the two districts fixed by zoning regulations, District "A" and District "B." The restrictions limit building in District "A" to plots of 40,000 square feet, or slightly less than one acre. The large portion of the town falls in District "B," where no building may be erected on less than three acres.

District "A" contains approximately 63,000,000 square feet, or 1446 acres. District "B" contains approximately 7582 acres. If a total saturation were reached for each district, with certain nonresidential lands excluded, the approximate number of families that could be provided for would be:

District "A"	900
District "B"	1,769
Total	2,669 families

Of course, the years may witness changes in these restrictions. District "A" may be increased. If, under the present regulations, 75

per cent of residential saturation is attained, approximately 2000 families will be living in the charming Easton environment thus created.

School Building Needs

What will the future Easton need in the way of school buildings? At present, the school children who attend kindergarten through grade eight live in homes widely scattered throughout the community, as shown in Map 5. They fill the 18 classrooms and special rooms of the centrally located Samuel Staples School, named in honor of the man who pioneered the first free Easton school in 1781. The present building will suffice for an extended period for the kindergarten and first six grades. In fact, it will serve well the kindergarten and first eight grades for another three short span of years. The building is a good one, although some of its special facilities must be improved through replacement or addition. But what about the secondary school?

At present, children in the ninth through twelfth grades attend junior high schools, high schools, or industrial-arts school in the neighboring urban centers. Although this program may continue for a short time, it may then be discontinued. These nearby communities are being increasingly pressed to house adequately their own secondary school pupils. This pressure will continue, with added emphasis, until the early sixties. But Easton, like many other small communities, will probably

Freedom of Speech and Consequence

"I believe in freedom of speech but it grates me to have a teacher try to choke his political thinking down my throat," remarked a student contemptuously.

She continued, "He may be right, but history records divided opinion, and I know teachers who do not share his thinking. In my opinion, they match his intellectual brilliancy."

This poses the question, "Does a teacher have the right to indoctrinate?" He does so long as he does not inculcate ideas that destroy faith in American constitutional government, but —

If a teacher chooses to spin his own political doctrines he should be fair enough to let students disagree without being resentful. If he elects to wish his political thinking on youth, he must be willing to accept the consequence. Usually, this teacher cries to high heaven when his prejudicial views are challenged. He is being deprived of freedom of speech — so he says.

It has never been our opinion that the constitutional guarantee of freedom of speech means freedom *from* consequence. When we touch a red-hot stove we get our fingers burned. If we choose to spin our own political theories, we should expect those who disagree to slug back even to the extent of recommending that we find some other place to indoctrinate.

In an ideal classroom situation the instructor is a referee who encourages opinions pro and con, tries to find all of them, weighs them, draws reasonable conclusions, and leaves inconclusive theories where he found them. Above all, he insists on the right of students to draw their own conclusions.

This method examines controversial issues in the light of truth. It is simple, practical, enlightening, and acceptable to all except the most extreme partisans.

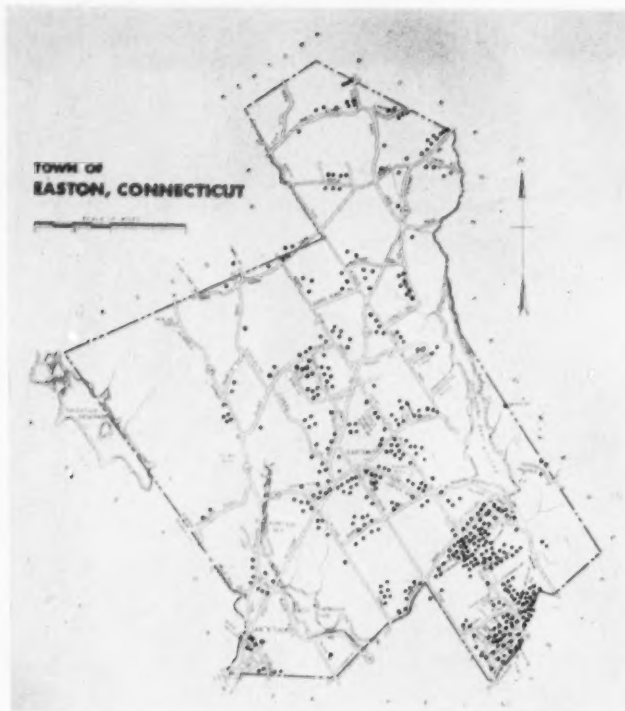
It enables the teacher to impart wisdom and gives students a sane and sensible way to meet any problem. Common sense teaches that this is the best method and should be so universally practiced that any discussion of indoctrination would be purely academic. But, sad to relate, inculcation of personal political theories represents government as "she" is taught.

Persistence in the use of this technique is nothing more than saying, "I am right, the world is wrong. Take me!"

And this recalls Strickland Gilliland's classic definition of egotism — as "an anesthetic provided by nature to relieve the pain of being a fool." — BRICE DURBIN.

SING "AMERICA"

The New York City board of education has ordered that all elementary schools sing the fourth stanza of America as a means of strengthening adherence to the moral and spiritual values upon which our democracy is founded. The singing is required each morning in connection with the Pledge of Allegiance to the Flag.



Map 5. Home location of pupils attending grades K-8.

not, for a very long time, have enough students to assure a well-rounded high school curriculum for itself, and a six-year high school for 300 pupils — the expected enrollment in grades seven through twelve in 1960-61 — would be an expensive proposition. The wisest action would be for the community to invite other neighboring areas to join in this secondary school enterprise.

Easton's Neighbors

Map 6 shows Easton and neighboring communities, with the percentages of population growth over the decade 1940-50. Easton has grown rapidly, but, because the population base is small, the percentage of growth is somewhat deceptive. The Long Island Shore communities of Bridgeport, Fairfield, and Westport have home problems quite remote from those of Easton. Communities in the second tier have quite similar problems, namely, less density of population and home development following the contemporary pattern. The solution of their secondary school problems will come best and least expensively through mutual agreement upon joint action.

Easton is an urban satellite community. It has its own individual characteristics, but, in many aspects, its growth and school problems illustrate well what is happening to communities of its class. The national urge to create homes "in the country" and to offer children the advantages of the sun and the out-of-doors will persist in multiplying the school problems of attractive small communities like Easton. The end results will

continue to be beneficial to home and family life in the nation.*

*This article is based on a report of school building needs of Easton, Conn. by Engelhardt, Engelhardt and Leggett, Educational Consultants.



Map 6. Easton and surrounding towns. Figures show percentage of population increase from 1940 to 1950.



Street View, Alexander Graham Bell Junior High School, Tulsa, Oklahoma.— Black & West, Architects, Tulsa, Oklahoma.

Proposals and Promises Fulfilled in —

Tulsa's Alexander Graham Bell Junior High School

Charles C. Mason* and William F. Dunn**

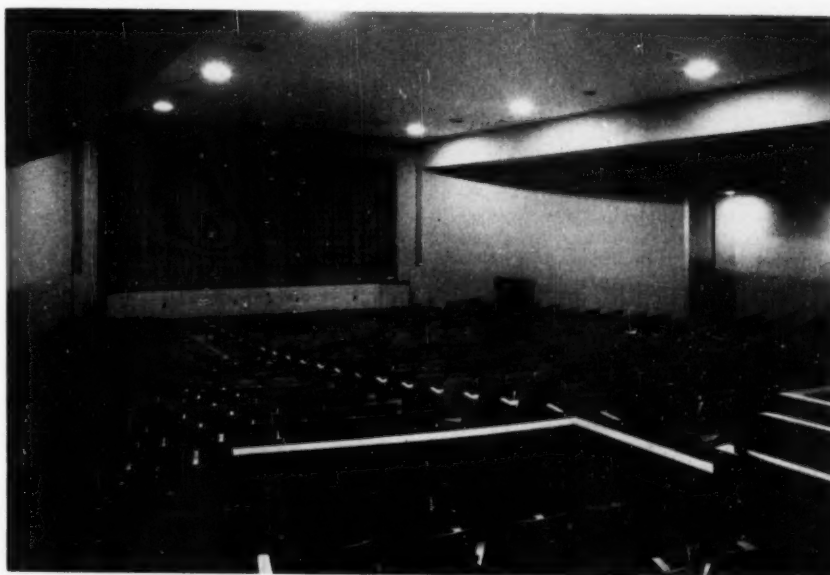
Proud parents of some 900 boys and girls poured through the doors of the sparkling new Alexander Graham Bell junior high school on a Sunday afternoon last November to see for themselves the beautiful school home their sons and daughters had described in such glowing terms since the Bell opening in September.

The Tulsa public schools had never had such a brilliant open house opportunity for American Education Week as was made possible by the first public showing of the Bell junior high school in the fall of 1952. The dedication program, featuring the seven-member board of education, Superintendent Charles C. Mason and members of his staff, the Parent-Teacher Association, the students, and the architects and contractors, was appropriately fitting for such a modern, clean-cut, and functional school plant — acknowledged to be the result of good planning, design, and construction.

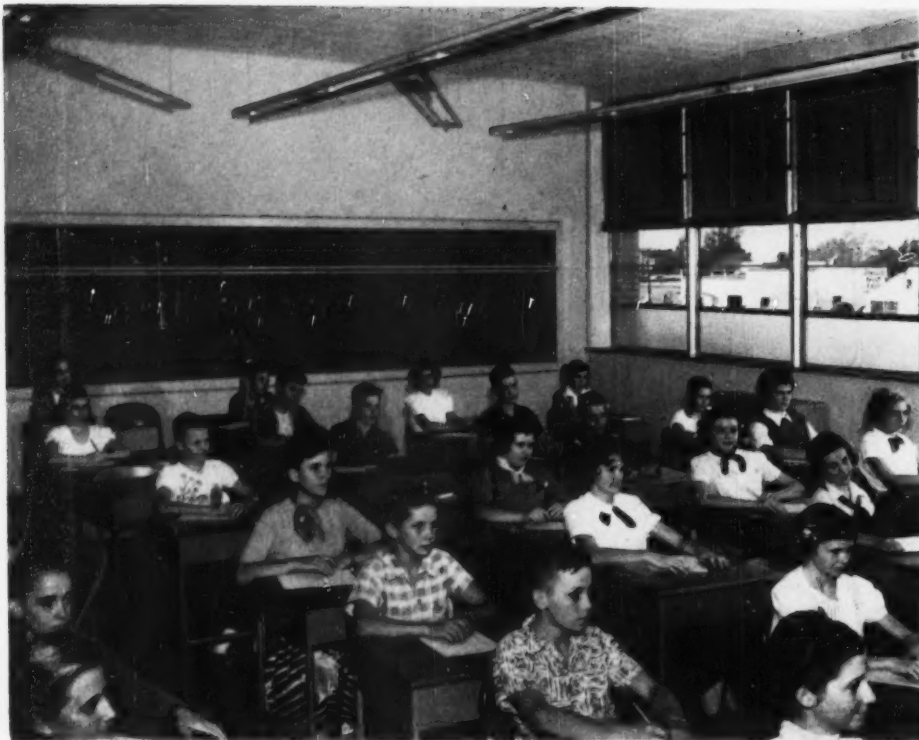
Citizens of Tulsa were justly proud of what was their first completely new junior high school plant in 25 years — for it was built by farsighted citizens and their votes which approved the bonds for Bell's construction. They

*Superintendent of Schools, Tulsa, Okla.

**Director, School-Community Relations Department, Tulsa Public Schools.



The dignified auditorium is used for community gatherings as well as school exercises.



View of a standard classroom fitted with movable seating, fluorescent lighting, and ample blackboard and tackboard space.



The inventor of the telephone is honored with a life-size bronze bust presented to the school by the Southwestern Bell Telephone Company and employees.

gave their "Yes" vote by a majority of 23-1 for the issuance of the bonds from which Bell funds came in September, 1950.

The board of education, the superintendent and his staff, supervisors of instruction, teachers, the architects — Black and West of Tulsa — took the people's order and filled it with a beautiful new school structure that serves the community in the tradition that Tulsans expect (and have unfailingly received) from their schools.

After the sale of the bonds, construction on Bell got under way in 1951 with a minimum of delay. For it was scheduled for opening in September, 1952, and would be badly needed to relieve overcrowding at two existing junior highs on Tulsa's east side.

Construction, under direction of the W. R. Grimshaw company who had been awarded the general construction contract, was slowed somewhat by an unusual amount of summer rain in 1951 and plagued by a shortage of structural steel. The trying time passed, however, and work rushed toward completion with all concerned putting forth top effort to meet the fast-approaching school opening date.

The two east-side junior high schools mentioned earlier contributed names for the new Bell student roster of eighth and ninth graders, while several elementary schools in the Bell district prepared to send along the eager seventh graders.

More than 800 boys and girls were pre-enrolled for Bell.

But, there was no accurate way to predict, during the rush of summer days in 1952, the number of new-to-Tulsa boys and girls who would move into the Bell district as a result

of new population brought in by the expanding production at the nearby Douglas Aircraft plant where busy workers are building jet bombers for the nation's air arm.

Bell's first nine weeks' enrollment last fall totaled 933 boys and girls in the seventh, eighth, and ninth grades, and the newest junior high school in the Oil Capital of the World was taxed to the full capacity of its 95,000 square feet floor space.

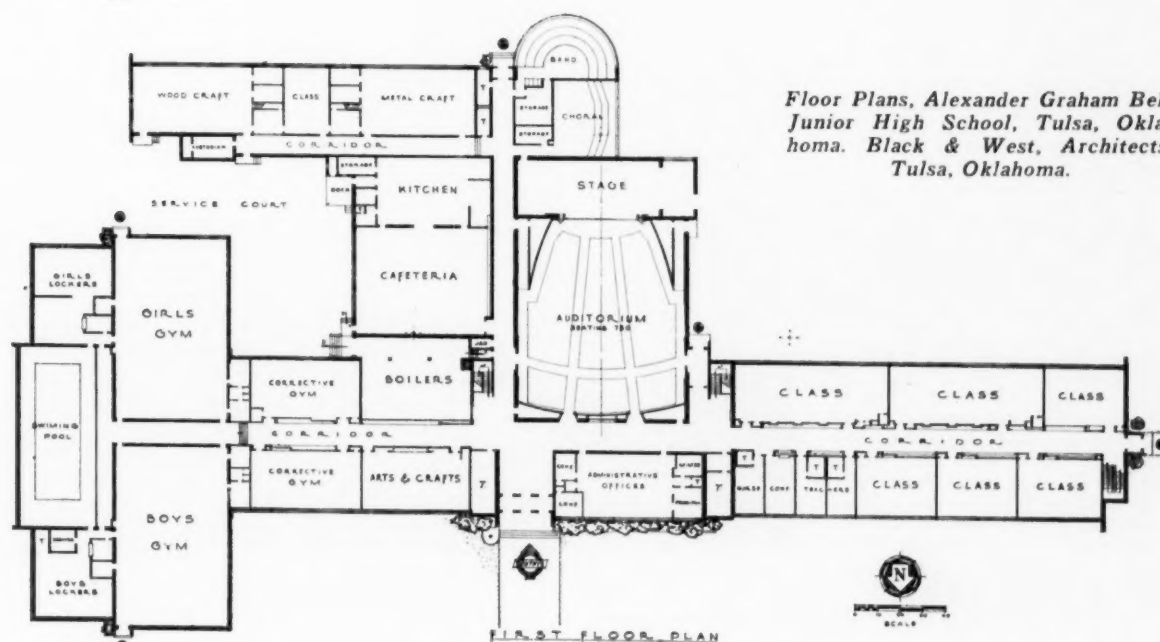
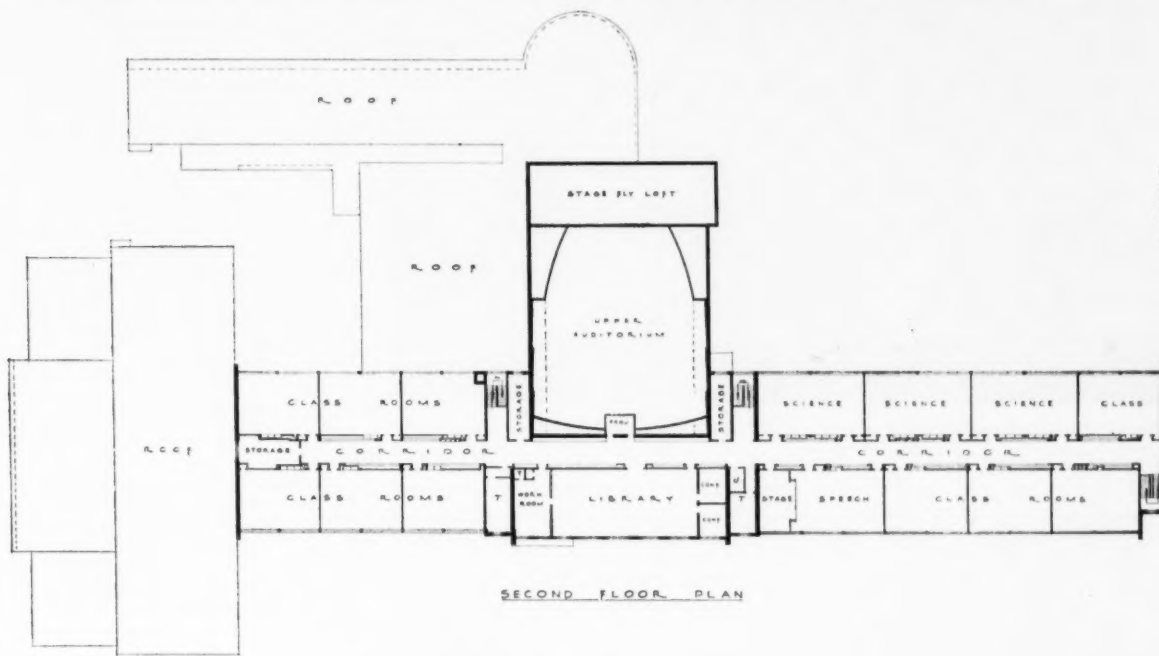
The January, 1951, issue of the SCHOOL BOARD JOURNAL carried an article giving a detailed description of a proposed junior high for Tulsa under the title, "A Junior High School That's Functional Plus." The pictures in this article are printed as evidence that the proposals have been more than fulfilled. Therefore, we shall confine the following word picture of Alexander Graham Bell to some of the high points of interest, and add an invita-



The library is a dignified room beautifully finished and furnished.



Playground view of the Bell School. All windows exposed to the play area are non-breakable Plexiglas.



Floor Plans, Alexander Graham Bell Junior High School, Tulsa, Oklahoma. Black & West, Architects, Tulsa, Oklahoma.



The woodworking and drawing shop provide the atmosphere of a fine factory.

tion to those interested in more detailed description to write to Black & West architects, Tulsa, Okla., or the Tulsa public schools.

The departments requiring service are arranged so as to use the same loading dock areas, separated from the playgrounds. These departments include shops, cafeteria, boiler room, and custodian's supply room. Gleaming homemaking rooms, separate gymnasiums for boys and girls, wood and metal shops, a swimming pool, and special classrooms for vocal and instrumental music add a twenty-century splendor to the structure.

Administrative offices stretch to the right of the building's main entrance on Admiral boulevard. They include the principal's office, the business office, conference rooms, men's and women's lounges, and a nurse's room. The main section of classrooms is located on the northern part of the structure. They are equipped with sight-saving green chalkboards and built-in metal storage closets and filing drawers.

The auditorium, also on the main floor, is the only one in the Tulsa system of nine junior high schools to be completely lighted artificially. Forced air ventilates the vast room.

The two-room music department is located behind the stage and connecting to it. The vocal music room has tiered seats and ample storage space. The instrumental music room, directly behind the vocal music room, also has access to the stage. This room has a semi-circular tiered floor, and the rear wall is fitted with Plexiglas windows that face the playground.

Each of the two homemaking laboratories are equipped with unit kitchens.

The centrally located cafeteria seats 220. At one side of the room is a conveyor belt for transporting dishes to the mechanical dishwasher in the kitchen area.

The library, 30 by 90 feet, is centrally located on the second floor. A book repair room and a conference room are included.

The speech room on the second floor is complete with a small stage.

The building has a central low-pressure steam plant and a unit heating and ventilating system.

Reinforced concrete was used for footings and foundation walls. Light colored face brick was used in exterior walls, and corrugated asbestos panels for all spandrels between first and second story windows. The building has a structural steel frame, with trusses over the auditorium.

Specifications called for bar joist construction with concrete slab overlay. Beneath is acoustical material secured to fireproof sheet rock. The shops and physical education rooms have poured gypsum roof with form board of acoustical material. Other roofs are of standard poured gypsum on sheet rock.

All ceilings are of acoustical material.

The building has poured concrete floors, with maple flooring overlay in the physical education rooms, asphalt tile in the classrooms, and terrazzo in corridors, cafeteria, kitchen, and rest rooms.

Walls and ceilings are finished in light pastel colors. All wood finishes are natural.

All corridor walls to door height, all walls of the kitchen, the wainscot in dining room, the main toilet rooms, locker rooms, and pool have structural glazed tile facing.

Windows are architecturally projected with hopper vents at the bottom. Where window guards or fly screens are required, double hung steel windows with hopper vents are used; and in swimming pool room, glass blocks have been installed.

The entire building is equipped with the latest and most efficient type of lighting fixtures.

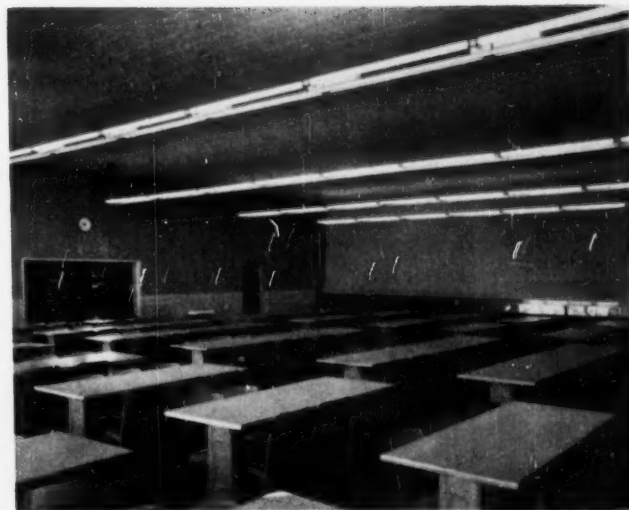
Alexander Bell junior high school brings to nine the number of junior high schools in the Tulsa system, and the total number of schools to 56. A tenth junior high school has already been approved for the southeast section of Tulsa and will begin to take form during 1953. Told of the urgent need for the southeast junior high school to care for oncoming stu-



Every device for safety and permanent utility have been provided in the swimming pool.



Stainless steel and tile have been used generously in the finish of the kitchen and cafeteria.



General view of the cafeteria looking toward the kitchen and serving counter.

dents, in bulging elementary schools now, the citizens of the Tulsa district went to the polls in May, 1952, to approve authorization of a \$2,000,000 bond issue to finance its construction.

By the time this article on Bell appears, the

contract will have been awarded for construction of a new southeast junior high to be called the Thomas A. Edison junior high school.

Architects for the proposed Edison junior high are the same — Black and West — as for

Alexander Bell. Their fine job on the Bell building can be expected to be reflected in the creation of another "functional plus" junior high school plant for Tulsa by September, 1954.

OAKLAND SCHOOL

The School That Was Built
to Fit an Educational
Program

*George N. Wells**



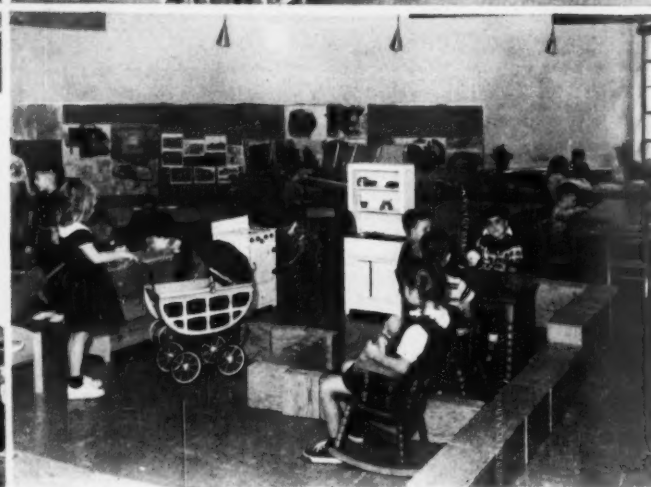
Long, low lines and plenty of air characterize the Oakland School.

It is traditional for communities in America to take pride in their public school buildings. It is also traditional for architects to plan these buildings to obtain the approval of those

*Superintendent of Schools, Bloomington, Ill.

who pay for the buildings — the adults who were in school some thirty, forty, or fifty years ago. On the one hand "tradition of pride" is commendable, but on the other hand "tradition in building" is stifling to progress in edu-

cation. In the past architects planned buildings without consulting those who were to use them. The result was that school buildings were built, then educators had to fit programs into existing buildings.



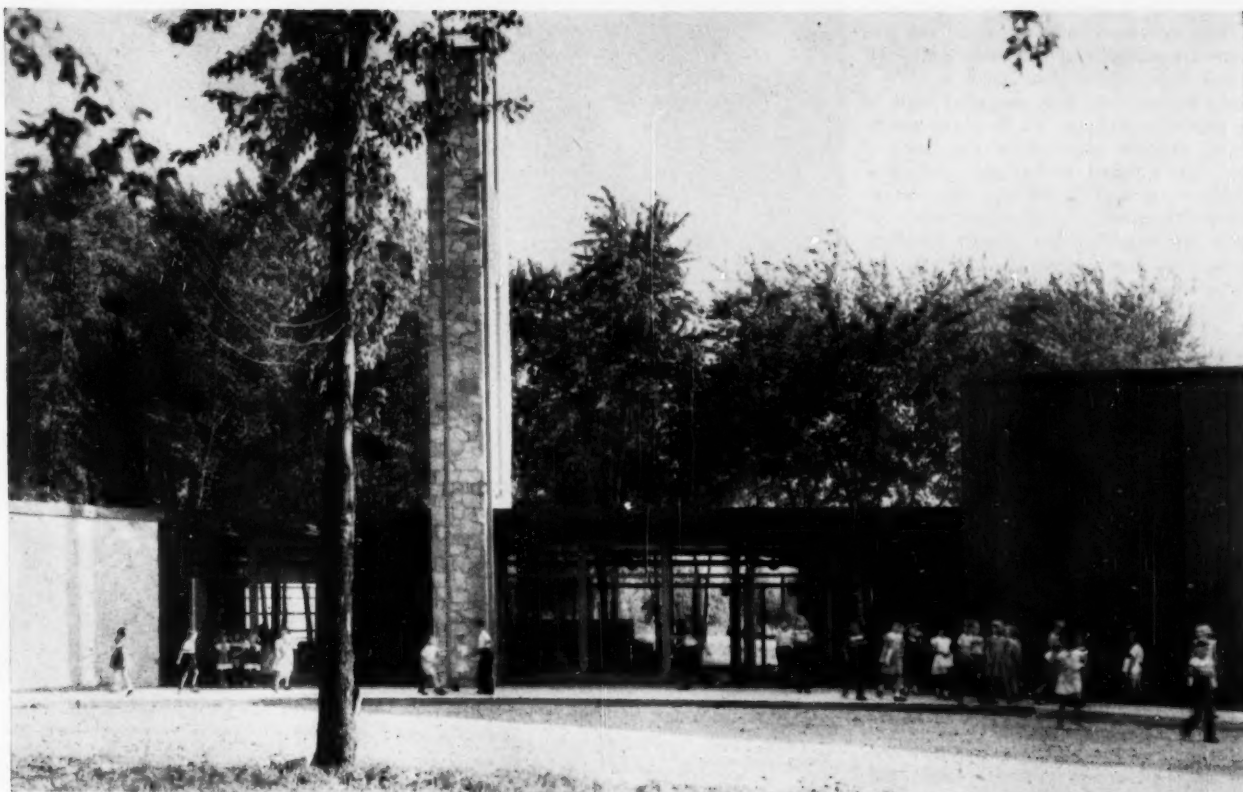
Upper left: the self-contained classroom is very much like a good home — a bright, cheerful and happy place. Upper right: running water and deep sink is provided in each classroom. Lower left: the community room serves as a gymnasium, auditorium and meeting place for many groups. Lower right: five-year-olds have space and equipment suitable for the many activities in a large kindergarten wing of the building.



Ample provisions are made for art work which is an essential part of the curriculum.



Adequate storage space is provided for large art and instructional materials.

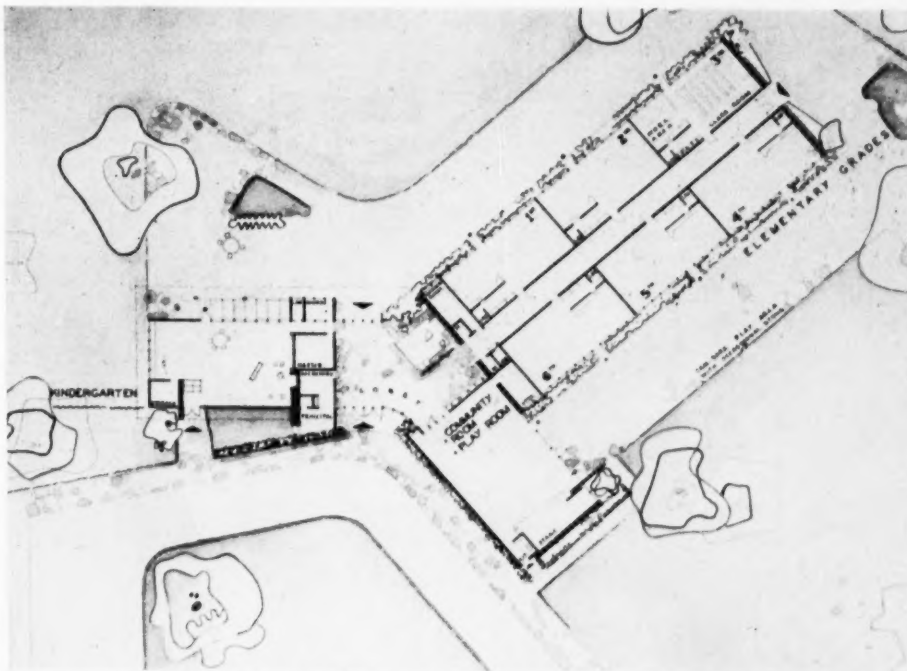


Oakland School, Bloomington, Illinois. — Lundeen and Hilfinger, Architects and Engineers, Bloomington, Illinois. Light and sunshine through spacious windows bring cheerfulness to classrooms and corridors.

Oakland School in Bloomington, Ill., was planned in exactly the opposite manner. The planning of the educational program and teaching methods came first. The building was planned and constructed to fit the educational program. All the planning was a co-operative project. It was done by the superintendent, curriculum co-ordinator, and other members of the educational staff working with the superintendent of buildings and grounds and the staff of custodians and maintenance people, with the assistance of the architects, and the approval of the board of education. The architects were Lundeen and Hilfinger and A. Richard Williams.

Education has changed in response to the needs of the community — its children, youth, and adults. With the extended use of school buildings as community centers, interest of the public in education has increased. Increased use of school buildings by the public has resulted in better public understanding of what the schools are trying to do. As a result, architects and educators have been freed to plan together.

In general, architects and educators alike earnestly endeavored to provide simplicity, flexibility, and adaptability in the Oakland elementary school. Since the school building must be adapted to use, the educational program was determined before architectural drawings were made. Thus the building was planned to serve the educational program



Floor Plan, Oakland School, Bloomington, Illinois. — Lundeen and Hilfinger, Architects and Engineers, Bloomington, Illinois. The building is located at the front end of a large wooded site which provides separate play areas for young and older children. The drive up to the front door is sufficiently wide to serve for parking some twenty cars.

rather than the program made to fit the building. With increased building costs there was concern for design and materials that were economical as well as functional.

Today's school building, one story high, is safer for children. Long, low lines and plenty of light and air characterize the Oakland School. The building reflects the belief that attendance at school should be a pleasant experience. Therefore, an effort was made to provide an attractive but simple building. Light and sunshine through spacious windows bring cheerfulness to classrooms. A variety of soft colors add to the attractiveness and cheerfulness throughout the building. Special features provide self-contained classrooms with toilet, lavatory, and drinking fountain in each classroom, for kindergarten through grade six. Adequate storage space is provided for large art and instructional materials. The moveable blond furniture adapts itself to various learning situations. Movable storage cabinets, sink and work space in each classroom provide for a variety of learning experiences under the supervision of a teacher. Five-year-olds have space and equipment suitable for their many activities in a large kindergarten wing of the building. Furniture, chalkboard, bulletin board, drinking fountain, and toilet facilities are scaled down to the size of the children. The self-contained classroom is very much like a good home—a bright, cheerful, and happy place. A large airy library-lounge provides space for small group meetings around the fireplace. It gives a feeling of warmth, welcome, and informality.

Many school and community activities center in the all-purpose room. Serving as gym-



A large, airy library-lounge provides a place for group meetings around the fireplace.

nasium, auditorium, and meeting place for many groups, it makes possible a well-rounded program of activities in the Oakland School and community. A lighted display case at the

entrance of each classroom advertises class interest and work. Other special features include: an adequately supplied health room with shower, a well-equipped kitchen adjacent to the community room, attractive green chalkboards, and opaque window shades in classrooms for audio-visual instruction.

An outside door to each classroom gives easy access to spacious play areas. In a natural setting among beautiful trees with seven acres of land, the Oakland School serves many learning, social, and recreational needs.

Since education should keep pace with modern living, the Oakland School was built as a "drive-in" school. The school, set well back from the street in a grove of trees with a circular drive all its own, is away from the noise and confusion of the street which helps relieve the tension of the complex society.

Here is the meeting place and recreational space for children and adults. The community or all-purpose room reflects a belief about education in its relation to the community. If the school is to be successful and attain the objectives of modern education, the parents and other lay citizens must become involved by participation in planning and learning about the educational program. The schools must be an integral part of the immediate district.

In many respects, Oakland School was planned to fit an educational program rather than the program made to fit the building. Thus the building was planned because of what we in Bloomington, Ill., believe about education in the elementary school. In appearance as well as in function, Oakland School is an asset to the community.



Recreational reading as well as study is delightful under the surroundings provided in the Oakland School.

THE HIGH SCHOOL SCHEDULE

Burton W. Gorman*

The "hit and run" schedule of today's high school is the number one obstacle to educational progress at that level. The rigidity promoted by short periods is out of harmony with current emphasis (both in and out of school) upon people as persons. It runs directly counter to the "whole child" philosophy and its implications. A cursory examination of periodical literature in secondary school administration shows that this problem has been rather generally recognized for at least thirty years. At the same time, a further examination of the same literature shows that there has been comparatively little courageous experiment conducted in the field. We are blindly following the pattern of tradition. Administrators frequently express disappointment at the lack of flexibility and variety they find in teaching method. Yet administrators have clung tenaciously to a type of schedule which promotes rigidity and discourages flexibility, a schedule which reduces the opportunity for informality and variety.

"Lengthened" Period No Answer

The so-called, "lengthened" period, typically 50 to 55 minutes, now in effect in a considerable portion of the nation's high schools, actually added, on the average, about 10 minutes to the daily time allotment for such activities as English, mathematics, and history. Courses in science, home economics, and shop, which had previously enjoyed double periods on a part or all of the days of the week, usually found their weekly, if not daily, time allotment reduced. Thus what we actually got was a "lengthened" period for some types of school activity and a shortened period for some other phases of the school's work. What we got was a standardized period. The net result was a program of less flexibility, more straight-jacketed than it had been before. Nothing was helped or hurt very much because the net change was too slight. While school leaders have been bothered persistently by the shortcomings of traditional programming, only here and there have a few brave souls tried to do something about it. In widely scattered parts of the nation, in schools both small and large, administrators and teachers have carried on noble but isolated and little-noticed experiments with periods ranging up to a half day in length. More recently, the whole core-curriculum movement is to a marked degree an effort to solve the problems that rest primarily upon the time and other arithmetical factors.

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Nevertheless, the typical high school day throughout America is broken into six to nine parts, each ranging from 40 to 60 minutes in length. Although considerable logic can be brought to bear to show that such a schedule was educationally unsound 50 or 75 years ago, when the pattern was the same, it is even more seriously out of harmony with relatively modern discoveries about the learning process.

Reasons Historical — Not Logical

Suppose we should ask the representative high school principal: "Why do you organize the high school day this way?" Would he find it easy to give logical and educationally sound reasons for it? Or would he abandon attempts at logical reason and admit that his school was simply following the pattern of tradition? Of course, there are certain kinds of reasons for it. Let us look at some of them.

The chief reasons for such a school day program seem to be historical. In its early development, the public high school often found itself appearing in a community where there had been, and as a successor to, an academy. This same academy was often affiliated with a college. The academy's classes or a part of them were often taught by the same teachers who taught the college classes. Practical administration demanded that the academy schedule conform to the college schedule. The college schedule itself usually called for classes of something less than one hour in length. What then could be more natural than that the high school, in assuming the educational role formerly played by the academy, should adopt its mechanics of organization as well?

In areas where the relationship between the academy and the high school was remote or absent the newly established high school was influenced by the pattern of organization used in institutions of collegiate grade. In fact, the research of Leonard Koos and others has shown that the educational role of the early high school was often not clearly distinguishable from that of the college, neither in the area of curriculum nor in the quality of work done. For instance, the work done in high school chemistry in some places was equal or superior to the work done in college chemistry in some other places. Furthermore, the flow of teachers and administrators from the high school ranks to the collegiate ranks and vice versa was very common. All of this encouraged the high school to adopt the pattern of daily program common to the academy and the college.

A third factor (closely related to the first and second) has tended to encourage the retention of a relatively short class period. This is the rigidity induced by persistent attempts of colleges and accrediting associations to define learning experiences in terms of time blocks similar to those known to and employed by them. The "Carnegie unit" is perhaps the best example of the time-block "straight jacket." In fairness to the accrediting associations it must be pointed out that they are now modifying their policies and recognizing other measures of the quantity and quality of high school work. In fairness it must be mentioned that an increasing number of colleges is courageously assuming the responsibility for classification of students. This pressure for the short period is becoming less operative.

A fourth factor which has literally demanded a short period has been the fact that a large number of the high school teachers of years past and some of those of today have been content to limit themselves to one of two types of teaching. In the first they imitate the college professor-lecturer and just "spout" all the time. In the second they imitate the Victorian elementary teacher, employing the traditional assign-study-recite-test pattern. In either case red-blooded teen agers (with no little justification) are unwilling to take more than 45 minutes of it without evident rebellion. Inwardly, youngsters have always rebelled against such teaching.

A fifth factor impinges upon the preparation of high school teachers. Paul Mort, of Columbia University, says he was licensed to teach about 15 subjects when he commenced to teach and that administrators were unwilling to "trust the pupils with him for longer than 45 minutes." A great majority of the earlier high schools were very small and each teacher taught three or four or all of the subjects. The present writer can remember a two-year, one-teacher high school just seven miles from his Midwestern home only 30 years ago. Perhaps a few such schools still exist in some parts of the country. The periods had to be short to make his time go around. Furthermore, if he was to teach five or more different subjects, it was asking plenty to expect him to stay 45 minutes ahead of his pupils. Today most high schools are staffed with teachers who are thoroughly grounded in their subject matter and who teach in schools where their efforts are confined to one or two fields.

A final factor which has tended to keep the class period short has been the constant expansion of the student body and of activities

TRANSITION FROM EIGHT-PERIOD DAY

	Old	New	
1	(45 min.)	"A" Shop	8:30 a.m.
2			
3	Phys. Ed.		
4	"A" Lunch	(95 min.)	
5			
6		"A" Soc. Studies	
7			
8		"A" Biology	3:05 p.m.

Student "A" employs a combination of the old and new schedules.

Any combination of the old and new program may be used.

NOTE: The new program assumes as much progress in academic subjects in one semester as the old provided in two semesters.

TRANSITION FROM NINE-PERIOD DAY

	Old	New	
1	(40 min.)	"B" English	8:30 a.m.
2			
3			
4		"B" Math.	
5			
6	Phys. Ed.		
7	"B" Band	(85 min.)	
8			
9		"B" Spanish	3:10 p.m.

Student "B" employs a combination of the old and new schedules.

Daily schedules for the lengthened high school period.

carried on in the high school. The harassed administrator, having no other pattern to go by than that of having all pupils do everything *all the time*, has been hard driven to "find time" for everything. Finally, he did look outside of school and note that children took music or dancing lessons only once or twice a week and went to Sunday School only once a week. Hence some patterns of alternate days have been developed and applied to physical education, chorus, band, orchestra, and the like. Even this scheduling device has been very slow to show up in the longer-existing areas of the curriculum. In all fairness to school administrators in general it must be stated that they have done well to find a place in the existing program for the newcomer, considering the frequency of his arrival at many times during the past 60 years. Finding a place to put everybody and meeting the pressures of added demands upon the school means that there has been little time for reflection and new designs in school organization.

Transition From Short Period Easy

Schools which now follow the 40- or 45-minute period, with double periods for such learning activities as shop, home economics, and science, will find it a little easier to move in the direction they ought to go than those schools which are now on a uniform 55- or 60-minute period for all subjects, for their task would simply be, as a starter, that of giving more activities the benefit of a double period. If an 85- to 95-minute period or longer is a good thing for home economics, and most

home economics people, as well as secondary education authorities, are agreed that it is, then why isn't it a good thing for a class in English, where we try to provide the all-important skills of communication? Likewise, why isn't it good for a social studies class, where we try to carry on activities that will make people good citizens? If it is good for sciences such as biology, chemistry, and physics, why isn't it good for activities by which we seek to develop the foundation of all science, those of mathematics? An accompanying diagram attempts to show how greater flexibility and larger time blocks for more subjects may be introduced into an eight-period day of 395 minutes. This diagram presupposes 45-minute single periods, 95-minute double periods and five-minute passing intervals. A second diagram shows the pattern for a nine-period, 400-minute day.

Advantages of Change Analyzed

Why is the "hit and run" plan of organizing the secondary school day inadequate to meet the needs of modern education?

In the first place, this plan of organization has been artificial and unlikelike for educational activity at any level. There is no place in real life where someone rings a bell every 45 minutes and everybody in the business stops doing that which he is about and starts doing something entirely different. This may very well be one of the important reasons for the common complaint by employers against the inability of employees just out of school to rivet their energies and attention to the task which they are assigned, for ordinarily

they must do the same thing for a half day at a time, more or less without interruption. Of course, the work-a-day world doesn't ring a bell every two hours, either, but by moving in that direction our program becomes more lifelike. Many businesses and industries have a program of training for young employees through which they wish to give such persons a variety of experiences. However, these firms do not try to give their employees all of the experiences in one day. The trainee works the first job continuously for at least a few weeks before passing on to another type of experience. The fallacy of piecemeal, fragmentary education has been recognized by a number of colleges, a most marked example being Hiram College, in northern Ohio, where the students study one subject at a time. This plan has been in force at Hiram for years.

In the second place, a great number of short periods results in loss of efficiency in the learning process. Not only is the proportionate amount of time used for "passing" increased but the proportionate amount of time used to "get ready to begin" and the proportionate amount of time taken to "get ready to quit" is increased. In other words it takes the teacher just about as long to make an assignment for a 40-minute class as for a 90-minute class. It takes just as long to "tool up" for a 40-minute session as for a 90-minute session.

In the third place, we too often interrupt the class by the bell just about the time the pupils have become thoroughly interested and are ready to get hold of some real learning processes or to make genuine inquiry. The next day we must again start building interest from "scratch" and the whole process is frustrating and discouraging. It is an oft-repeated truism that "it takes time to learn and it takes time to teach." The short high school period doesn't give pupils or teacher an honest-to-goodness chance to get going. Too large a portion of the time is spent "warming up."

In the fourth place, the longer period of 85 minutes or more, provides an opportunity for the introduction of a variety of learning experiences not permitted by the short period. For example, it is possible for many types of field trips to be made during a class's own period and without interference with the rest of the school program. With the longer period it is possible to dispatch a student or a group of students whose special interest may have been excited, to the library or to others of the school's resources, where a brief research may be carried on and the result brought back and reported to the class that same day. Greater interest is maintained when full advantage can be taken of the white heat generated by the intellectual curiosity of the moment, whereas to wait until tomorrow often means that interest has faded. For the encouragement of extended reading in any area the longer period gives the teacher a much better chance to find the student's interests and to bring him in contact with materials which are capable of exciting his genuine interest and response.

In the fifth place, the longer period gives greater encouragement to the development of group work, for two reasons. First, they have a better chance to become fully acquainted in terms of the subject area and consequently, to discover common interests. Secondly, the pupils have a longer time in which to get a project developed to the point where it will carry over into their out-of-school activities and manifest itself in get-togethers in the evening or on Saturday, a sure sign that learning is real. Employers and many scientific studies repeatedly tell us that we need to do a better job of teaching people to work cooperatively in groups.

In the sixth place, the longer time block will give a school many of the advantages inherent in the core curriculum without calling for the major adjustments which are a necessary prerequisite to the core curriculum. True, some adjustments will have to be made, but by simply lengthening the period you can keep teachers in the field they know and in which they feel secure. You do not add to the problems by confounding the confusion. Further, should you so desire, you will be in a better position to move into the core curriculum at a later date, should that be the desire of your school.

Finally, and perhaps most important, you give the teacher a chance to do a better job for individual people because she has only half as many of them. You don't spread her efforts so thin. You reduce her clerical work:

the time put on attendance, records, and reports. For example, the short-period English teacher meets six classes of 30 pupils each, a total of 180 pupils per day. And we educators and administrators have long urged teachers to "know your pupils." What chance has a teacher to know 180 pupils, particularly when she may have 180 different ones next semester? You can get just as much teaching done and better teaching done if you will divide that 180 into two groups of 90 each. Give the first 90 to the same teacher, each of three groups for two periods each. Let the other 90 take their mathematics or social studies this semester and come back to her to get English next semester. A teacher has a reasonable chance to learn something significant about 90 pupils in a semester. She has a chance to deal with them as individuals—as people. At least she has a better chance than she had with 180. Besides, she now has only 90 pupils to keep track of, to report on and about. She is more comfortable and emotionally prepared to do a better job for the "whole" child.

Loss of Continuity?

It may be argued that the continuity of learning will be disturbed by the omission of a "staple" like English for a semester. This can be answered by pointing out that the continuity of all subject-matter teaching is broken each summer. Also, in many schools the practice of teaching literature one semes-

ter and composition the other breaks the continuity within the general subject area. In mathematics courses, continuity is a little more difficult and perhaps somewhat more significant. However, a mathematics concept that has not been well enough established to survive a semester's recess has not been well taught. Where succeeding courses are dependent on exact skills taught in prior courses, a few days of review and refresher work is always in line, anyway. Besides, don't lots of high school students take mathematics in the ninth and tenth grades and then continue their mathematics two years later in college? In the social studies we don't ordinarily feel that one course is too dependent upon another. Many students succeed well in American history without having had world history.

For all of these reasons we urge high school administrators to give the teachers a chance to know their pupils and to minimize their exhaustion upon administrative detail. Rapidly expanding enrollments are a thing of the past. War adjustments are behind us. We now have little excuse for not rethinking our over-all designs in terms of educational functions as now conceived. Let us give high school teachers a real chance to bring fewer pupils to a greater zenith of interest. At the same time we shall find that we have tightened the bond between the pupil and his school. This will in turn reduce the need for the problem-solving machinery which has been set up to overcome inadequacies of organization.



The Board of Education, Rifle Consolidated School District, Rifle, Colorado.

The Rifle Board of Education, upon recommendation of Superintendent Herbert E. Allen, has shown active interest in expanding the program of education. Increasing enrollments have necessitated the addition of two rooms to the new high school building, completed in 1949. The

salary schedule, revised in 1952, contemplates a bachelor's degree as a minimum requirement for employment and provides a higher schedule of salaries for teachers with masters' degrees. The minimum salary is \$2800 and the maximum, \$4900.

The Board of Education, standing

left to right: Carl McGruder, Everett Corlett and Owen Boulton. Seated left to right: Helen Brennan, Secretary; Wm. Atha Mason, President; Albert Gustafson, member; Herbert E. Allen, Superintendent; Harold Dunn, member, and J. W. Pool, Treasurer.

A Suggested Plan for a Physical Science Suite

Theodore W. Munch* and Warren J. Pelton**

This article outlines specifications for a science room which can be used for teaching both physics and chemistry. The plan submitted is not to be considered final, but a step forward in planning the science suites for future high schools. The room consists of a combination lecture and laboratory room, 42 by 30 ft., outfitted to accommodate 24 students.

General Considerations

Fenestration. The room will have continuous unilateral fenestration beginning 36 in. above the floor (Fig. II). From 36 in. to 72 in. will be a clear-glass plate vision strip. From the 72-in. height to the ceiling (12 ft. high) will be light-directional prismatic glass block.

Artificial Lighting. Supplementary lighting is to be provided by three parallel rows of semi-indirect fluorescent fixtures.

Doors. All doors will be fireproof. Vision strips will be provided for the corridor doors and teacher office door.

Floors. The floors will be of chemically-resistant plastic tiles. These will be beige marbleized tile set in 9 by 9-in. blocks with a reflection factor of 25.

Walls. The walls will be smooth sand finish plaster, covered with a latex base paint.

Ceilings. The ceiling will be covered with acoustical tile.

Heating and Ventilation. The room will contain two unit ventilators. One located on the fenestration wall 2 feet from the front wall. The other unit will be placed in the middle of the rear wall.

Service Facilities

Adjacent to the classroom will be a photographic darkroom 12 by 18 ft. There will be two doors to the darkroom—one from the classroom and one from the corridor. Both entrances will contain light traps. The walls will be painted dark green. Within the room will be one divided sink, with an 8-ft. workbench on one side, and a 6-ft. workbench on the other. Workbenches will also extend along the other available wall space. These benches will be 30 in. wide, 36 in. high, and will be acid resistant. There will be one a.c. electrical outlet centered 18 in. above each bench. Be-

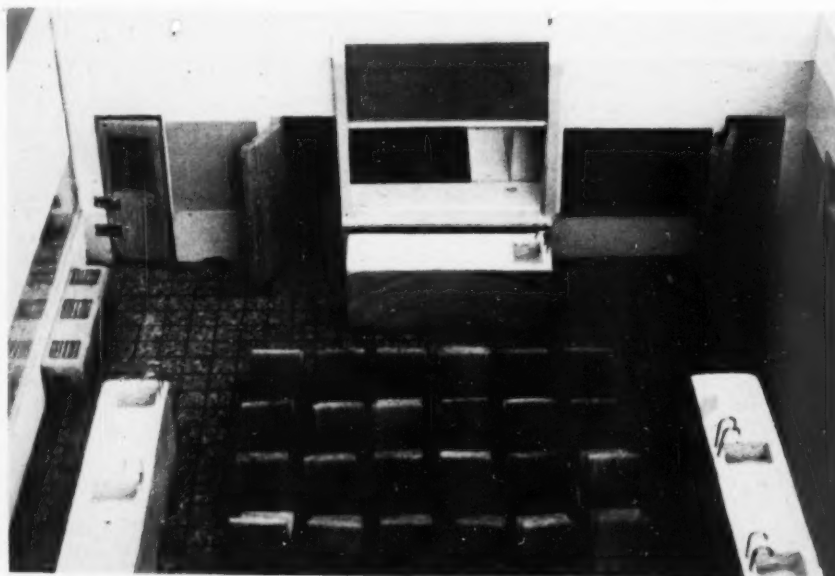


Fig. I. Front of classroom showing multiple chalkboard, pass-through area to storeroom, and seating arrangement.

neath the working surface of the benches will be cabinet and drawer space. This room will have forced ventilation and a minimum of 50 ft. of 10-in. open shelving.

There will be a teacher's office adjacent to the classroom, with a minimum floor area of 90 square feet. This office will contain a desk and chair, a filing cabinet, and a coat closet (Fig. V).

All the plumbing in the room will be of high silicon iron.

There will be a master cutoff switchboard in the teacher's office for a.c. and d.c. electrical outlets in the laboratory. The room will

contain a clock in the center of the rear wall, intercommunication system, and television installation.

Type and Arrangement of Furniture

The room will contain a demonstration table centered in the front of the room and located 36 in. in front of the multiple chalkboard. This demonstration table will be 36 in. high with an acid-resistant working surface, 96 by 30 in., two gas jets, a.c. and d.c. outlets, an acid-resistant sink 18 by 14 by 12 in., with running water adjacent, four insert sockets for upright arms, cabinets and drawers with locks, and a 3-in. recessed toe space at the floor line.

The movable student seats will be grouped in front of the demonstration table (Fig. I). These seats should be made of a light colored wood on adjustable bases. The minimum writing surface for each student will be 350 square inches. The rf of the desk tops should be 50. These seats will be arranged to provide a 36-in. aisle space between the seating area and the student laboratory tables. There will be a 24-in. aisle space between the demonstration table and the first row of student seats.

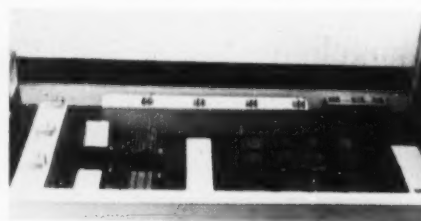


Fig. II. Fenestration wall showing use of vision strip and prismatic glass block.

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**Department of Education, Bowling Green State University, Bowling Green, Ohio.

There will be 4 in. between adjacent seats and 13 in. between the parallel rows of seats. There will be a minimum of 36 in. between the last row of student seats and the demonstration table in the student laboratory area.

Along the rear wall will be 14 ft. of workbenches separated by the unit ventilator. These benches will have an acid-resistant working surface. Seven feet of these benches will be 18 in. wide and 36 in. high, with drawer and cabinet space. These drawers and cabinets will have locking facilities. There will be a 3-in. recessed toe space at the floor line. The workbench will have two gas jets and a.c. and d.c. electrical outlets. The remaining 7 ft. of workbench will be 30 in. high and 18 in. wide. The benches will contain no storage space. On this bench space will be one gas jet and one a.c. and d.c. electrical outlet. All the workbenches will be made of light colored wood in natural finish.

In each rear corner of the room will be a recessed fume hood projecting 18 in. into the room. Each hood will be 4 ft. long and 2½ ft. wide. They will contain glass enclosed, acid-resistant working surfaces, with a.c. and d.c. electrical outlets, gas jets, and sinks with running water. Storage facilities will be provided below the work surface.

The student laboratory tables will be 8-student tables 20 by 2½ by 3 ft. high. These tables will include acid-resistant working surfaces, individual drawer and cabinet spaces with locks, 3-in. recessed toe space at the floor line. For each two-man station there will be a.c. and d.c. electrical outlets, gas jets, a sink with running water, and four sockets with upright arms. The water spigots will be collapsible goosenecks which will fold into the sink when not in use. Each sink will have a detachable cover which can be removed when desired.

Two of these laboratory tables will be parallel to the length of the room (Fig. III). They will start 10 ft. from the rear wall. The table along the fenestration wall will have a 36-in. aisle space between the table and the wall, and the table along the corridor wall will have a 36-in. aisle space between the table and the wall cabinets. The other laboratory table will run parallel to the rear wall and will provide a 36-in. aisle space between the rear wall workbenches and the laboratory table. This latter table will be 5 ft. from each

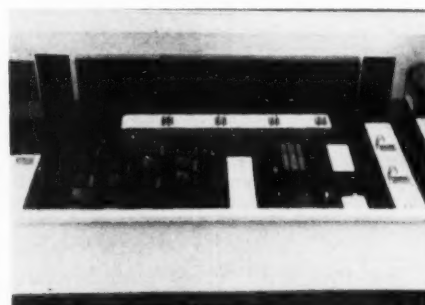


Fig. IV. Corridor wall showing the wall storage space and location of the two doors leading to the corridor.

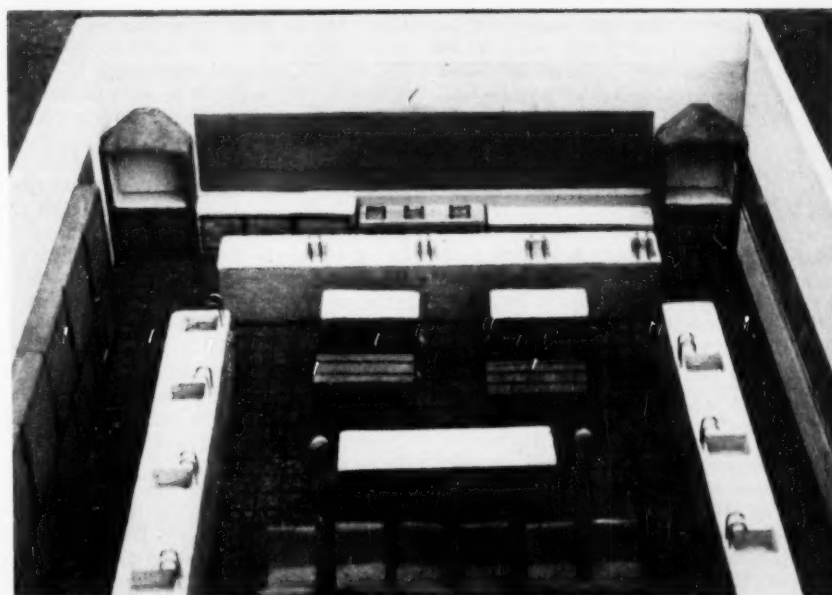


Fig. III. Rear of classroom showing location of fume hoods, tackboard space, and movable articles located within the U of student laboratory tables.

side wall. At all laboratory periods the students will work on the wall side of the tables and face the center of the room.

Located within this U of laboratory tables will be a movable auxiliary demonstration table 96 by 30 by 36 in. high. This table will have an acid-resistant working surface, six sockets for upright arms. Casters on each of the four corners will be arranged to be raised to render the table immovable or lowered to facilitate moving.

Storage Facilities

Within the room, along the corridor wall, will be a 28-ft. storage cabinet (Fig. IV). This cabinet will be 7 ft. high, 12 in. deep, and will have sliding panel doors which can be locked. From the floor to 3 ft. and running the entire 28 ft. will be storage area. From 3 ft. to 7 ft. will be storage space fronted with chalkboard panels, 4 by 4 ft., which slide horizontally. These panels will be provided with locks. In the lower storage area will be three 10-in. adjustable shelves running the length of the cabinet. In the upper storage area, behind the chalkboard panels, will be 4 adjustable 10-in. shelves running the length of the cabinet.

The chemistry storeroom will be 12 by 10 ft. and will have forced ventilation (Fig. V). Within the storeroom will be 17 ft. of workbench space 24 in. wide and 36 in. high, with an acid-resistant surface. Along the benches will be 2 gas jets and 2 a.c. and d.c. electrical outlets. Below the workbenches will be cabinet and drawer space. Immediately behind the multiple chalkboard will be 7 ft. of workbench area (Fig. I). The triple chalkboard will be constructed so that all three boards can be raised, thus providing a pass-through area from the storage room to the classroom. Se-

cured to the walls will be 90 ft. of adjustable shelves. Part of these shelves will be 18 in. wide and others 10 in. wide.

The physics storeroom will be located behind the teacher's office. This room will be 9 by 18 ft. with a passage leading to the corridor for the delivery of supplies and for the convenience of the instructor (Fig. V). The storeroom will contain 9 ft. of workbenches 24 in. wide and 36 in. high, with an acid-resistant surface. Beneath the working surface will be drawer and cabinet space and a 3-in. recessed toe space at the floor. Along the preparation benches will be 2 gas jets and 2 a.c. and d.c. electrical outlets.

This storeroom will be provided with one section of shelves 15 ft. long by 7 ft. high. The shelves will be 12 in. wide and adjustable. One other storage section will have a cabinet 24 in. deep by 72 in. high by 96 in. long. This will have no shelves. Sliding panel doors will be provided for this storage cabinet.

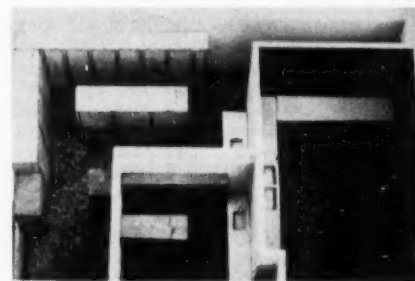


Fig. V. Storage facilities showing the photographic darkroom on the right, the chemistry storeroom in the lower center, and the teacher office in the lower left connected to the physics storeroom in the upper left of picture.

All shelving in the storerooms will be fronted with glass panel sliding doors. There will be a movable dolly mounted on rubber tires for the transportation of supplies and demonstrations from the storeroom to the classroom.

Audio-Visual Facilities

The room will contain darkening drapes worked with a drawstring. A beaded glass screen will be fixed to the third panel of the multiple chalkboard in the front of the room. The room will contain a bookcase 24 by 48 by 36 in. high, mounted on rubber tires and located within the U of laboratory tables, as seen in Fig. III.

There will be a magazine and newspaper rack 24 by 48 by 36 in. high. It will be mounted on rubber tires and will provide storage space for old magazines and newspapers (Fig. III).

Two additional project tables, 24 by 48 by 36 in. high, with an acid-resistant working surface, will be mounted on rubber tires. These tables will be located parallel to the bookcase and magazine rack (Fig. III). In front of the

room will be a triple chalkboard 8 ft. in length. Adjacent to the multiple chalkboard will be 6 ft. of fixed chalkboard. All chalkboards in the room will be chlorophyll green and have an rf of 25. These chalkboard panels should be 48 in. high.

Along the rear wall above the workbench will be 22 ft. of tackboard space. On the front wall between the door to the office and the door to the storage room will be a vision strip 48 by 36 in. On the side wall, between the front corridor door and the front wall will be 36 in. of tackboard (Fig. IV). All the tackboard will be of beige color with an rf of 40.

The room described in this article is constructed to accommodate the teaching of chemistry and physics. With a few minor changes the plan can be specifically adapted to chemistry or physics; however, the majority of the senior high schools in America today do not have a student population which demands separate facilities for the teaching of both physics and chemistry. We believe that the biological science suite presented last month and the physical science suite should be included in a science wing so that interchange of materials and ideas can take place.

THE SCHOOL BOARD MUST CHOOSE

*John E. Baker**

The problem of selecting the superintendent of schools is in many respects the most important one with which any school board will be confronted. Deciding who shall direct and guide the community's educational enterprise for the months and years ahead is serious business. Selecting administrators on the basis of photographs, on their ability to "sell themselves," on the pressure that they can bring to bear on the board, or on their membership in certain organizations can hardly be justified as effective procedures.

When the staff of the Midwest Administration Center of the University of Chicago made a series of visits throughout the Midwest in the fall of 1950, many educational leaders contacted identified the problem of selecting administrators as one of the most basic in the field of educational administration. Few board members would disagree on the significance of good leadership in the administrators chosen. When positions open, the board does not lack for applicants. The crux of the matter appears to be that of finding ways to select which will be more effective than those generally used in the past.

The first step in answering this problem of selection was obtaining information about how boards choose superintendents now. Of the approximately 6000 superintendents in 13 states, 1215 were found to have been selected in systems employing 10 or more teachers in the three-year period 1948-51. A carefully developed check list was sent to

each of these superintendents and the president and secretary of their boards of education in the attempt to learn what factors operated and what procedures were used. When the answers of superintendents and board members were assembled, the following facts stood out:

Five Procedures Used

1. *From what position are superintendents of schools selected?* Most superintendents are chosen by boards from candidates holding other superintendencies. Over three fourths of the candidates chosen were selected from those individuals serving as superintendents or high school principalships.

2. *What is the nature of the professional experience background of those chosen as superintendents?* Experience backgrounds are predominantly secondary, about twice as many superintendents having had teaching experience in the high school as in the elementary school.

3. *On what agencies do board members depend most heavily for help in selecting superintendents?* Boards depend upon universities and colleges, state departments of education, and commercial placement agencies in that respective order.

4. *What procedures do boards most commonly use in selection?* A relatively small percentage of boards set up careful plans for selecting superintendents. Half still permit the solicitation of individual board members by candidates. In one case in eight, teachers or citizens groups participate in determining

the qualifications desirable. Board members depend heavily on a single, unplanned, short interview for selection. However, in two fifths of the school systems reporting, board members had visited the community of the candidate for the express purpose of inquiring about his competency.

5. *What qualifications of the candidate are most valued by selecting board members?* Board members are most concerned with the candidate's range of professional experience, the salary terms acceptable, his friendliness and agreeableness, personal experience, and ability to work democratically with staff.

The second step was to develop suggestions for improving the ways boards of education select school administrators. In the first place, a board needs to have clearly in mind the kind of educational program it seeks to develop for the community. It can then choose a person who fits into this program. *Secondly*, the board should set up a list of desirable qualifications and an order of procedure for attacking the problem of selection. These plans need to be developed before the emergency arrives, so that adequate time can be taken and the board will not be pushed into making a quick decision on the basis of a few hunches. *Third*, the board should discourage application to individual board members and should obtain all the information it can with respect to the candidates it considers most promising. *Fourth*, the final selection by the board should be made by the whole board at a board meeting.

Problems Faced by Boards

A few direct quotations from board members indicate the kinds of problems they have met in selecting superintendents.

The difficulty of public announcement of a vacancy is that we were flooded with so many applications they become a nuisance.

In all cases the applicant had to furnish his papers and we found that we could take any one of the papers and seem to find things satisfactory when we knew this was not always the case.

I think the board should select some outstanding men and then go after them.

Our first move was to decide among ourselves the type of man our schools needed as a leader. We checked with placement officials. Then we published a list of qualifications, though we knew well that we could hardly expect Superman to apply.

We called in representatives of all classes of teaching groups, including principals, and asked them to list qualifications they felt important. It was amazingly helpful as none of us is a professional educator.

The housing situation was an important factor in our choice of superintendent.

We feel a superintendent's top priority job lies in the selection and effective handling of the very best possible teachers. Perhaps the next most important point is a continuing review of the curriculum in order to make use of the latest research.

A good superintendent should be aggressive enough to tackle the job and administer it himself, using the board as an advisory group. . . . I have also noticed that often some group pressures based on selfish motives have been the cause of a superintendent's leaving the community.

Thus from a few of the board members interviewed and reporting, we have representative problems presented. It appears that the candidate's effectiveness in working with people both within the school system itself and

(Concluded on page 91)

*Assistant Professor of Education, Ball State Teachers' College, Muncie, Ind.

Advisory Councils for Local Programs of Vocational Agriculture

Robert R. Sternberg*

As members of your local board of education, have you been approached with the idea of an advisory council for your Vo-Ag Department? If you have been approached, or if you expect to be in the future (you probably will), the first reaction will probably be to say, "No, we don't need one." This is a very natural, human reaction to change. We all tend to maintain that which we know and avoid that which we are not sure will be better for the schools. Before passing a policy deci-

What Is an Advisory Council?

The identification tag is practically self-explanatory except for two items. First, it is an advisory group and not a policy-making group. This fact should be well understood by the school board. Last, the word advisory implies that someone is advised. In this case it acts in an advisory capacity to the board of education, the superintendent and the Vo-Ag teacher.



Farm Shop of the Vocational-Agricultural Department, Pigeon Rural Agricultural School, Pigeon, Michigan. The layout and the operation of the shop conducted by author with help of Vo-Ag Advisory Committee.

sion on an advisory council either pro or con, let us examine the problem and get an understanding from several angles.

Probable questions that will arise and need honest answers are:

1. What is an advisory council for Vo-Ag Education?
 2. What would this advisory council do?
 3. Would this advisory council tend to become an administrative unit outside of the board of education and the superintendent?
 4. Do we need an advisory council for our local Vo-Ag Department?
 5. If you have no advisory council now, what agency or persons are fulfilling those basic needs that would be the function of an advisory council? Which do you think would be the better way of getting a better job done?
 6. How is an advisory council organized?
 7. What should be included in its constitution?
- Let us get answers to these questions.

*Instructor, East Lansing, Mich.

service being rendered to our community? Is there a periodic and annual evaluation of the department.

5. What are the basic needs of the farms and farmers of the community? What has to be done to our school Vo-Ag program to give it a tailored fit to these basic needs?

6. What can be done to improve the high school program?

7. In what direct way or ways can a council assist Vo-Ag boys?

8. What arrangements will be made for joint program planning sessions with the young farmers who will be in the classes? For the adult farmers that will be enrolled in the adult farm classes?

9. How may the veterans training program be improved?

10. What phase of farm improvement should be stressed in community-wide educational campaigns?

11. How can we co-ordinate the work between local farm organizations and the school Vo-Ag program with the aid of representatives from these organizations.

12. Do we realize that it is important to meet socially as well as in business sessions with the board of education at regular intervals?

Will a Council become another administrative body?

When the relationship between the board of education with its policy-making or legislative function, and the advisory council with its advisory capacity is clearly understood by the board, it will usually remain as an advisory body only. Final action on all advice given rests with the board of education. This should be adhered to without exception.

In actual practice, the primary feeling of teamwork, co-operative effort, and assistance are the common ties between the board and the council rather than one of two agencies working at cross purposes.

Need for Advisory Council

Local needs will vary with communities and these needs will limit the work of a council.

Communities that have already established good Vo-Ag advisory councils have found that their respective advisory councils have:

1. Improved the public relations between their Vo-Ag department and the community. Public relations promoted and carried on by a group is a far better public relations program than the kind coming from an individual.
2. Aided in developing an agricultural program that better fits the needs of the community. Again, a council can arrive at community needs better than an individual.
3. Made their Vo-Ag teacher more effective through their guidance and support.
4. Provided a continuity to the program when a change in teachers occurred.
5. Aided in adjusting the program to changes, thus keeping it up to date. A progressive Vo-Ag program serves the present and future needs and not the past needs of local agriculture.
6. Assisted the school administrator and the board of education in proposing policies for the Vo-Ag Department, saving their time and in many cases developing more satisfactory policies than might otherwise be developed since more time and energy is devoted to them.
7. Developed valuable community leaders from some of the council members. It is a rare community that has a surplus of good community-minded leaders.
8. Drawn minority groups into school and com-

Problems for an Advisory Council

To be of positive value to the Vo-Ag Department, an advisory council has the task of fulfilling some basic needs. This is especially true in schools having a community-wide program of vocational-agricultural education that includes young farmers and adult farmers as well as the high school boys.

The council can work on such problems as these:

1. What are the purposes of the Vo-Ag Department that best fit our community?
2. What people are now being served by the Vo-Ag Department? How can we reach others and where does our area of service end?
3. How well do the present facilities and department resources serve the community? What is the present method of financing the department? Are there supplemental methods of financing? Should these methods be encouraged?
4. What is the quality of agricultural-education

munity participation, as a result of their advisory council work.

9. Assisted in spreading new farming ideas with far better coverage than is possible by the teacher "going it alone."

10. Acted as an ideal community "sounding board" on agricultural problems and solutions.

11. Aided in keeping the Vo-Ag teacher's "feet on the ground."

Fulfilling These Needs Now?

It is difficult to see how a Vo-Ag teacher or administrator along with his regular job of administrating or teaching could provide the same amount and quality of service as that rendered by an advisory council. It would mean a sharp increase in the amount of time and service for the board of education to do the work of a council. Which do you think is the better way?

Advisory councils seem to afford the best possible means of maintaining the sort of relationships that should exist between a school and its public. It provides the way for people of the community to aid in directing the local Vo-Ag program. It is time that we recognized this American plan of education by arranging a system whereby local people have the major responsibility for their local Vo-Ag departments instead of turning it over to the teacher.

Organizing an Advisory Council

If the board of education deems it feasible to have an advisory council for the Vo-Ag Department, the board and the administrator can take the first step by authorizing the organization.

The next phase is to have the Vo-Ag teacher secure nominations by asking at least 75 people who are widely distributed geographically and who have come from all classes in the community, to submit five names. From those names most frequently mentioned, the Vo-Ag teacher can submit to the board a list of 15 names representative of the farm people, the agricultural interests, and the public. From these names the school board can select nine to twelve people to become council members. A letter to each prospective member by the secretary of the board of education is helpful in developing the proper relationship between the board and the council. It has been assumed that the Vo-Ag teacher or a board member has previously made a personal contact with prospective council members to determine if they will accept the membership. A word of caution should be given at this point. Do not appoint too many key farmers on the council as they are not representative of the people to be served. Perhaps two key farmers on a council of nine members will give it proper balance and prestige. It will be expected that the other members will do most of the work.

Council Constitution

The third phase is to direct the council to draw up a constitution and submit it to the school board for final adoption. Some of the primary provisions in the constitution would include the following:

1. The persons or agencies to whom the council is to be advisory
2. The field within which the council may operate
3. The purposes and duties
4. The number of members (preferably nine or twelve members)



5. The manner of selection and replacing members

6. The terms of members

7. The method of eliminating inactive members. ("Inactive" must be defined.)

8. Conditions under which members may be reappointed

9. Representation of the school administrator and the board of education at council meetings

10. Persons excluded from council membership: (a) school board members; (b) professional agricultural workers, such as county agents, ministers, and teachers

11. Council officers and their duties

12. Requirement of council minutes and who are to receive copies of these minutes

In summary, we can say that an advisory council for vocational agriculture becomes an extra working force of the board of education that promotes a Vo-Ag program more oriented to community needs with more satisfactory results obtained by the service provided. Try it. If it works successfully for a period of years, perhaps a similar advisory council for the school and administration in general may be considered.

FOURTEEN HEALTH NEEDS OF SCHOOL CHILDREN

The United States Office of Education in a bulletin on "Better Health for School Age Children" has recommended 14 important points which deserve the attention of school boards and school executives responsible for safeguarding the health of children. The school health program to be successful must be carried out in the American tradition of co-operation and support between the parents, the schools, and all agencies responsible for community welfare.

1. Provision of significant experiences for learning to live healthfully in home, school, and community.
2. Development of better screening techniques for detecting children needing medical attention.
3. Development of local resources for diagnosis and treatment.
4. Orientation of parents and of school and health personnel in modern concepts of mental health.
5. Reduction of incidence of dental caries.
6. Detection, diagnosis, and treatment of children with impaired hearing.
7. Detection, diagnosis, and treatment of children with defective vision.
8. Detection, diagnosis, and treatment of children with epilepsy.
9. Recognition of the special health problems of the community.
10. Provision and maintenance of adequate facilities to assure safe drinking water in schools.
11. Provision and maintenance of sufficient sanitary, convenient toilet facilities in schools.
12. Extension of nutritionally adequate and palatable school lunches which meet recommended sanitary standards.
13. Elimination of environmental hazards and observance of safety precautions to prevent accidents.
14. Provision for suitable education of children with physical handicaps.

SCHOOL ADMINISTRATION IN ACTION



MORE ATHLETICS—NOT LESS

*F. H. Gillespie**

So frequently are the high schools criticized for overemphasizing athletics that most accusations go unchallenged. By overemphasis, of course, the critics mean the use of time, effort, and money out of proportion to values received in relation to other offerings of the schools. Let us admit that there is often inefficiency in the use of available resources, but considering the values received, we need not apologize for the great number of athletic activities, but rather in most cases for the meagerness of the program.

The fact that the competitor in athletic contests does receive values of importance from his experience as a member of "varsity" teams is generally accepted. The critics, consequently, usually confine themselves to decrying the fact that the few perform, while the many sit on the sidelines undergoing questionable emotional experiences. It is not athletics as such that should be criticized, but our handling of the program. It isn't that we have too much athletics but rather that we have too little; too few students are having the opportunity of competing. It is the writer's contention that every boy who is physically able should have, as part of his high school education, the experience of contending for his school in some sport. We need athletics on a broader basis in so far as opportunities for participation are concerned.

The Monticello Plan

In the promotion of wider participation of all pupils in school sports, the small school has a tremendous advantage in facilities, personnel, and programs. The small school has at least one gymnasium, one coach, and one interschool schedule of contests, and as in our case in Monticello, this is for less than 125 boys in the three-year senior high school.

For this relatively small number of boys the program of interscholastic athletics included last school year, nine first-team football games, three second-team football games, 18 first-team and 18 second-team basketball games, excluding tournaments, and a half dozen each of track, golf, and tennis meets. With the city summer recreation program providing opportunities for participation in hand and soft baseball, and with the school, in addition to the above, providing a program of intramural sports there is no need for any physically able boy to graduate from high school without some vital experience in athletics.

This program of emphasis on athletics for all is not new in Monticello but has been developing for some time. More and more boys are being afforded the benefit of the training received through participation on athletic teams to the place where there are few indeed who are not directly tied into one phase or the other of the program. In last year's grad-

uating class only one boy had been on no team and he was engaged extensively as a student manager.

The training in body, mind, and spirit that a boy gets in athletics under a fine character as coach has proved itself in many ways in the lives of those who have performed the common everyday tasks of life. It has been found valuable, too, in the lives of those who have been tried in the crucible of war. No boy should be deprived of the opportunity of such training.

The schools should, then, where possible, broaden the interschool athletic program to include all boys as participants on one team or another. Possibly we do need less emphasis on athletics for a few boys, but certainly we need more athletics for many boys.

TV FOR CLEVELAND SCHOOLS

The Cleveland board of education has decided to build an educational television station—with a provision that the costs of construction and operation are not prohibitive.

Educational TV in Cleveland bids to become a major issue in 1953, and the 1953 board president, Charles A. Mooney, has put it high on the agenda of school business.

Mr. Mooney has been re-elected to a third straight term as president. His vice-president, Robert H. Jamison, also has been re-elected. Both choices were unanimous. Alfred A. Benesch, vet-

eran member of the board, has begun his twenty-eighth year of service to the system.

The school board noted that the Fund for Adult Education of the Ford Foundation had offered a minimum of \$100,000 to the Cleveland schools for a TV station and that the Federal Communications Commission had allocated UHF Channel 25 for Cleveland's use.

At the insistence of Mr. Benesch, the board agreed to withhold final decision until an estimate of costs was available. However, the resolution authorized Business Manager Edmund F. Smircina to employ engineering services to prepare plans for the station and process the necessary papers for making formal application to the F.C.C. for use of the channel.

The Ford offer, which expired at the end of January, could reach a maximum of \$150,000. Supt. Mark C. Schinnerer of the school system has put the cost of an appropriate station, with a mobile unit, at between \$300,000 and \$400,000.

"We should not move too fast," cautioned Supt. Schinnerer. "This is an opportunity we should approve, but it should not be irrevocable. I want it so I can negotiate with the fund in order that the offer not be withdrawn and given to another city." The superintendent said TV was "the greatest medium of mass communication since the invention of printing," and he envisioned tremendous possibilities for TV in education. He recalled that Cleveland had been a pioneer in the use of radio in education.

Mrs. Norma F. Wulff of the board said construction of a TV station might reach \$500,000 and she mentioned operational costs, wondering "if the taxpayers of Cleveland would think we are going too far." She talked about the need for new buildings, including a new trade school.

The board has agreed to study a proposal of the Cleveland Church Federation that a census of religious affiliations of the city's 15,000 high school pupils be taken.



THE BOARD OF EDUCATION, LIBERAL, KANSAS

The Liberal city board of education has just awarded \$600,000 of contracts for the construction of one new elementary school building and two additions.

The buildings, planned for a broadened program of elementary education, are of the one-story type, and will include auditoriums. The construction has been made necessary because of the rapidly-growing school population.

Standing, left to right: Ernest Boles, Kenneth Powell, Glenn Brown, Roy E. Smith. Seated, left to right: Marlin Kelly, vice-president; Marvin P. Forker, superintendent and clerk; Elebert E. Edwards, president.

*Superintendent of Schools, Monticello, Ind.

The American **School Board Journal**

William C. Bruce, *Editor*

PEACE IN PASADENA?

THE Pasadena, Calif., school board, in electing Dr. Stuart F. McComb as permanent superintendent of schools, to succeed Dr. Willard Goslin and the temporary superintendent Frank Walkup, has acted with courage and good sense. With the help of the new superintendent it should be possible to harmonize the professional and the major community views on the educational program and to move forward with truly constructive plans for the betterment of the instructional program, the needed enlargement of the school plant, and the restoration of harmony in the supervisory and teaching staffs.

The emotional effort of some groups of citizens to elect Mr. Walkup is evidence that the mere passing of time will not necessarily allay group antagonisms. It did provide the board with the opportunity of finding an excellent superintendent who can go forward without commitments or prejudices and who should, with the continued firm support of the board, bring about a fair degree of community harmony.

HELPING THE NONTEACHING EMPLOYEES

THE social welfare of nonteaching school employees is a responsibility of school boards which should be accepted as an opportunity to do something for a loyal but frequently inept group. The janitors and mechanics and the school clerks are often overlooked because attention has been centered on the teachers whose well-justified requests for pensions and other social benefits were acknowledged more than a generation ago in the form of wide-reaching state legislation. In their own way and on a more modest level the nonteaching employees are rendering services without which education could not do the all-important job which it performs. These men and women deserve all the protection of the Federal Security Act and more.

Under the prodding of the labor organizations and, in many cases, under the broadened social interest of industrial and commercial employers, increasingly larger numbers of men and women are being guaranteed, over and above the old age Federal Security, other types of valuable

benefits, such as supplementary old-age pensions. These usually represent, with the Federal Security moneys, about 30 per cent of the regular wages or salaries. Added to co-operative hospital and medical service plans and liberal sickness allowances by the employers, many industrial employees may live in genuine security.

Public employment in a school system should debar no man or woman, even in a menial job, from receiving as generous social benefits as he or she would get from a private employer. It may be premature to recommend that supplementary pensions be provided from school district funds, but there are excellent reasons, especially in the larger cities for exploring the possibilities of co-operative pension setups such as the teaching staffs have. The schools cannot afford, in the interest of competent service for the children, to be any less progressive in their care of all their employees, than are the socially alert businessmen of their communities.

AN IDEAL

SEVERAL years ago the survey committee of a British city of 86,000 inhabitants and a suburban population of 18,000 expressed the opinion that it would be desirable if the community would not seek an increase in its population by encouraging an influx of manufacturing and trade. The community is a university town and a residential center, and it was believed that the total welfare of the people as a closely knit community with a definite social character would be benefited best by improving the existing housing, the means of communication, the public buildings and parks, the common schools, etc. The university would continue part of a long-term plan which would take into account the possible growth in terms of better living during the coming twenty years. The underlying principle of the report was a search for total well-being and happy living, for reasonable economic safety, but above all, for better social, intellectual, religious, health, and recreational conditions.

A community study like that of Cambridge has points of interest for many small American towns. It is time that we rid ourselves of the Chamber of Commerce complex, which judges all local values in terms of increased income for the businessmen, large jumps in the population, and rising prices of everything within the community. Certainly no town wants to stand still—that would be a sure step backward. But it is worth while to consider the whole cost of much of the so-called progress, particularly where there exists a sound social situation and a fair economy grow-

ing out of good local institutions and racial and religious backgrounds, a broad educational program, and natural advantages of soil and markets. In such a situation the schools must join in the leadership of the community government, of the guiding civic groups, of the press. Education may not be able of itself to build a new social order but it can render services of value in building community spirit and in preparing the next generation to continue in happy living.

PUBLIC MEETINGS IN SCHOOL BUILDINGS

THE problem of public meetings in school buildings continues to harass boards of education in the larger cities, due especially to the controversial nature of current public questions and to the continued activities of subversive groups. As in a recent case in New York State, the courts generally hold that the board of education has authority to grant the use of buildings, or to deny it, according to its best judgment.

A troublesome example of a public use of a high school was that in a New England city, where the school board could find no valid reason under the law to deny a local organization the privilege of bringing in a Communist singer, Paul Robson, for a concert which in itself was quite unobjectionable.

Another example was a problem decided by the Berkeley, Calif., board of education which denied the use of a junior high school to a self-styled "Committee to Secure Justice in the Rosenberg Case." The district attorney declared in his opinion that the proposed meeting could not be justified, even as a protest against capital punishment; its purpose was merely to impugn American justice and to deceitfully use a public building for collecting funds in a misuse of civil rights.

It is difficult to lay down general rules to guide school boards in granting the use of school buildings for public meetings. In this matter boards have the responsibility of defending the security of the United States and the welfare of the local community. The rights and privileges of partisan groups and of individual citizens to free speech and to make appeals for relief are secondary. There are other available means which rabble rousers and other undesirables can use to exercise their rights to spout radical ideas. No school board need co-operate with them to the extent that the peace and safety of the community is endangered. Each case deserves careful consideration of all the elements involved, and a decision that is without personal bias or prejudice.

Notes on School Board Association Progress During the Past Year *Edward M. Tuttle*

In presenting my annual report to the convention of the National School Board Association in Atlantic City last month, I included a review of the significant progress being made by both state and national associations. Some of this information I reproduce here because it is of interest and concern to school board members everywhere.

Potentially, if not actually, every local board is a member of its State School Boards Association. When its state association affiliates with the N.S.B.A., as practically all of them now do, the local board secures a voice at the national level in the development of policies with regard to our system of public education in America.

Among State Associations

As has been said many times, but needs often to be repeated, the state association is the real backbone of the school board organization movement. This is because its membership is made up of the local boards of the state and because its chief function is to help these local boards to become more and more effective in their individual communities and in their collective influence on the state educational program.

All states except two—Maine and Maryland—have an organization of school boards in some stage of development, although one other—Rhode Island—since the death of its secretary a year ago has existed only in name. But the other 45, with few exceptions, are functioning with an ever increasing measure of strength and effectiveness. Readers are reminded of the "Roll Call of State Associations" carried in these columns last July and August. Significant gains have been made within recent months, some of which make interesting reading and point the direction in which the whole movement is going.

Within the year, Georgia and New Jersey have added full-time paid secretaries under quite different circumstances. Georgia is a new association which in a little over a year has grown into a degree of strength that is the envy of many much older organizations. New Jersey is one of the older associations which had been bound by legislative restrictions dating back almost forty years that were finally removed last spring after a most concerted effort with the state legislature.

The number of state associations with full-time executives now totals 13, among which Illinois and New York have four and three respectively, each of the others having one apiece. Another 11 states have executives on a part-time paid basis. The remaining state or-

ganizations function with voluntary secretaries, many of whom are doing a wonderful job in holding their associations together and gradually building them up to the place where paid executives can be employed.

Also within the year, a number of states have revised their schedules of dues upward. California now leads in this respect with nine classes of districts based on the number of pupils in average daily attendance and with dues to the state association ranging from \$5 to \$500. New Jersey, once its old limitation of \$10 per board was removed, promptly adopted a schedule ranging from \$15 to \$150 in seven classes also based on the number of pupils per district. Louisiana, with only 67 districts in the state, all of which formerly paid dues of equal amount, has just put into effect a graduated schedule in six classes ranging from \$200 to \$375 and based on the income of each district for educational purposes. This is the only state using that factor as a base. South Carolina faced a particularly difficult situation when the number of districts in the state was suddenly reduced by law from several hundred to 97, but the association

quickly adopted a new schedule with dues ranging from \$50 to \$125 in four classifications. While not wholly adequate, this schedule will serve to keep the state association functioning while the few district boards are becoming firmly established. Instances could be multiplied, but these are enough to show the trend in the association movement toward organizations which stand on their own feet supported by their local member boards with the use of public funds. This is the pattern all seek to follow as rapidly as possible.

Perhaps the most significant new development during the past year was the Study Conference participated in last August by the leaders of ten Midwestern State Associations and reported in detail in the October, 1952, issue of the JOURNAL. Bringing state presidents and secretaries together in groups where they can discuss their common problems for several days at a time promises to be a sure way of stimulating progress. The immediate question is how to discover means by which several such conferences can be held each year so distributed in different parts of the country as to be accessible to every state association. This is a goal we ought to be able to reach in the not too distant future, and when we do, the development of school boards associations along constructive service lines will be speeded up immensely.

CYCLE

UP: When man in the mass or man as an individual finds himself in *Bondage*, he gradually develops faith in matters of the spirit. This *Spiritual Faith* builds up in him a courage which he did not formerly possess. Eventually his new-found *Courage* leads him to break his bonds and win to freedom, and with *Freedom* comes opportunity to acquire an *Abundance* of the good things of life.

DOWN: The possession of *Abundance* is a strong inducement for man to become selfish, a *Selfishness* which swiftly grows into complacent smugness. One step beyond *Complacency* is an attitude of indifference and *Apathy* which inevitably invites dependence upon forces outside himself. Before he is aware of what has happened, *Dependency* puts man in *Bondage* once again, and the cycle is complete. — Adapted.

QUERIES: At what stage in such a cycle is our America today? Is it inevitable that the down-sweep must follow the up-swing? Cannot man, by a right kind of education, learn to control *Selfishness*, *Complacency*, and *Apathy* and to maintain *Spiritual Faith*, *Courage*, and *Freedom*? — E. M. T.

On the National Front

This article is being written two weeks in advance of the Annual Convention of the National School Boards Convention, but before you read it the Convention will be over. Several interesting developments have occurred in recent weeks which were not included in the preview of the program given in these columns in December.

We were so fortunate as to secure a promise from the Honorable Paul A. Walker, chairman of the Federal Communications Commission, that he would discuss the question of educational television with our school board leaders. He indicated that this would be one of his last public pronouncements on the subject. What he has to say will be of particular significance in relation to the Commission's attitude with regard to the 242 VHF and UHF television channels it set aside last spring for educational use. After June 2, 1953, any of these channels for which applications have not been made will be subject to review and possible reassignment to other interests. At these review hearings, the burden of proof will be on the educational authorities to show that they are making definite progress toward

the accomplishment of educational operation. In his talk Mr. Walker will emphasize the interest and concern of the FCC in educational TV, and the discouraging slowness with which applications for these reserved channels have been coming in. Having worked so hard to get these channels set aside, the educational interests of America at all levels find themselves on the spot in getting the stations constructed and into operation. In many cases, school boards will have a role to play in this connection.

In December, the suggestion came to us that members of State Boards of Education have never had a chance to meet together, and that a logical place to provide such an opportunity would be in connection with the Annual Convention of the National School Boards Association. Although it was rather late, the officers of the N.S.B.A. felt that a beginning might be made this year which would lead to more significant meetings of this group in years to come. Accordingly, lists of state board members were obtained from the state superintendents in the forty states having such boards, and individual invitations were sent out in January. The response indicated that a considerable number of states would have representatives in attendance. President Trotter of the N.S.B.A. appointed a temporary committee of three to take charge of the planning and see this meeting through. This committee consisted of Mrs. Oscar E. Hedin, member of the Minnesota State Board and president of the Minnesota School Board Association, S. E. Brogoitti holding similar dual positions in Oregon, and Dr. Norman Frost of the State Board of Education in Tennessee from whom the original suggestion was received. The Section Meeting for the state board group was arranged for Friday afternoon, February 13, at the same time that other section meetings of the convention were being held.

Other Convention Items

The attractive printed programs were the work of students in the Kirkman Vocational High School of Chattanooga, Tenn., under the direction of their teacher in printing, David C. Downey.

A meeting of the 1952 N.S.B.A. Executive Committee was scheduled for Wednesday evening, February 11, just prior to the Convention, and a meeting of the 1953 Executive Committee for Saturday afternoon, February 14, following the morning business session. As yet, these are the only times during the year when members of the committee meet face to face.

Platform guests at the opening session on Thursday afternoon included members of the New Jersey state board of education, of the Atlantic City board of education, and of the American Association of School Administrators.

Group singing to open the general sessions was led by Miss Mary Hamilton, accompanied by Miss Edyth Smedley, of the Atlantic City Junior High School, while the musical program for the Saturday evening



Edward M. Tuttle
who acted as executive secretary and manager of the Atlantic City convention of the National School Boards Association.

banquet was contributed by the Atlantic City High School Choir under the direction of Miss Elsie C. Mecaskie, the accompanist being Mrs. Ella Ireland. The generous co-operation by Superintendent John P. Milligan of Atlantic City and his staff is always greatly appreciated.

One feature of the Convention much approved by those attending was the availability of mimeographed copies of most of the important speeches immediately at the close of each session. Fast work was done in summarizing the findings of the twenty Friday morning discussion groups on "Boards of Education and Personnel Policies," and their distribution to all within 24 hours. Ben Miller, board member from Ellenville, N. Y., acted as recorder-in-chief in preparing the summary.

The entire program of the Big Cities Section of Friday afternoon was handled by ten school board leaders from Boston, Chicago, Dayton, Denver, Houston, Long Beach, Oakland, Peoria, San Francisco, and Toledo. Mrs. H. M. Mulberry of the Chicago board of education was responsible for the arrangements.

Donald D. Hall, president of the Midland, Mich., board of education, acted as moderator for the "I Want To Know" section meeting the same afternoon for board members from cities under 100,000 population. Questions from the audience were directed to the following panel of experts: on *Athletics*, John K. Archer, secretary-treasurer, New York State Public High School Athletic Association, Malverne, N. Y.; on *Buildings*, William W. Caudill, research architect, Texas Engineering Experiment Station, College Station, Tex., and Ray L. Hamon, chief, School Housing, U. S. Office of Education, Washington, D. C.; on *Curriculum*, Lloyd H. Elliott, associate professor of education, Cornell University, and member of the board of education, Cayuga Heights, N. Y.; on *District Reorganization*, Howard A. Dawson, director of Rural Service,

National Education Association, Washington, D. C.; on *Finance*, Edgar L. Morphet, professor of education, University of California, Berkeley, Calif.; on *Public Relations*, Frederick L. Hipp, executive secretary, New Jersey Education Association and past president, National School Public Relations Association; on *Transportation*, E. Glenn Featherston, director, Administration of State and Local School Systems, U. S. Office of Education, Washington, D. C.

State association secretaries held an afternoon meeting of their own to discuss the best ways: (1) to increase membership in state associations, (2) to finance state associations, and (3) to improve the services of state associations to local boards.

A new feature was the Entertainment and Social Hour on Friday evening following an address by the incoming A.A.S.A. president, Lawrence G. Derthick, superintendent of schools, Chattanooga, Tenn. A committee of the State Federation of District Boards of Education of New Jersey, under the chairmanship of Mrs. Robert C. Kirkpatrick of Hilside, N. J., made the arrangements and sponsored this delightful program.

The state Association Presidents' Breakfast on Saturday morning, with state secretaries and N.S.B.A. officers and directors included, was marked by the informal good fellowship which has come through the years to be its chief characteristic.

Under the leadership of the New York City board of education, board members from the 18 biggest cities of over 500,000 population, met together informally on Saturday afternoon.

The topic of Dr. Kenneth McFarland's address at the annual banquet on Saturday evening was "The Educated Heart." The substance of his inspiring message, and other outcomes of the 1953 Convention of the National School Boards Association will be reported next month.

Tribute to Mr. Trotter

In retiring from the active presidency of the National School Boards Association after two years of service, Frank H. Trotter of Chattanooga, Tenn., won deserved praise for his great contribution to the school boards association movement. In the midst of his own busy life, he found time to meet with a dozen state associations from California to Massachusetts and from Michigan to Louisiana. He represented the N.S.B.A. on a number of important occasions of national concern—the National Citizenship Conference; a meeting of the Educational Policies Committee; the inauguration of the new NEA executive secretary, William G. Carr; the assembly and dinner of the National Citizens Commission for the Public Schools; and, of course, the new National Council for Accreditation of Teacher Education on which he has another year to serve. Everywhere he has gone, Mr. Trotter has emphasized the value to American public education of school board organization at state and national levels. To the national presi-

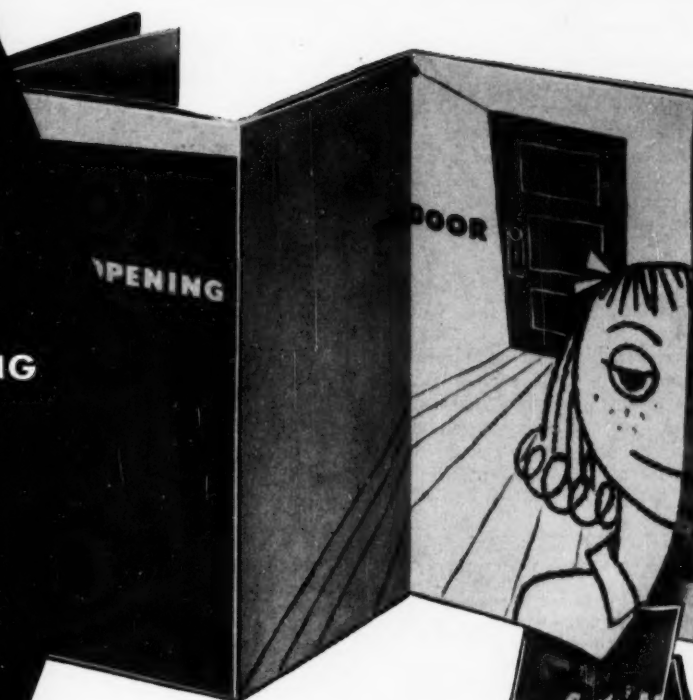
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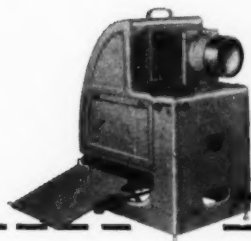
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ASSOCIATION PROGRESS

(Concluded from page 60)

dency he brought the graciousness, dignity, and warm friendliness of a true Christian gentleman. During these two years, substantial gains have been made. Much remains to be done, however, and it is fortunate for the N.S.B.A. that in his capacity of immediate past president, Mr. Trotter will continue to be an active voting member of the Executive Committee.

New Directory Available

The office of the National School Boards Association, 450 East Ohio Street, Chicago 11, Ill., has recently brought out a revised *Directory* of state association presidents and secretaries, covering the various changes in personnel which have occurred as a result of elections at fall and winter meetings. A copy will be furnished to any person or organization desiring it.

IMPROVE BUSINESS METHODS

The Kalamazoo, Mich., board of education has recently made two important changes in its school business office. Upon recommendation of an auditing firm which made a survey of the business department in 1952, a new plan of accounting has been introduced. The purpose is to streamline the accounts, to use new mechanical means of making records, and to make all reports more significant. Business Manager C. C. Crawford expects that the improved system will be wholly in effect at the close of the calendar year 1953.

An innovation in the public relations of the schools has been the presentation of the annual financial report by means of a full-page advertisement in the Kalamazoo Daily Gazette. The purely factual statement of income and outlay has

been supplemented by human-interest commentary and graphic charts which attracted wide attention.

THE INDIANA SURVEY RECOMMENDATIONS

The Indiana State School Survey Commission, in its report presented January 12, 1953, has set forth its recommendations concerning school-housing. The Commission recommends that:

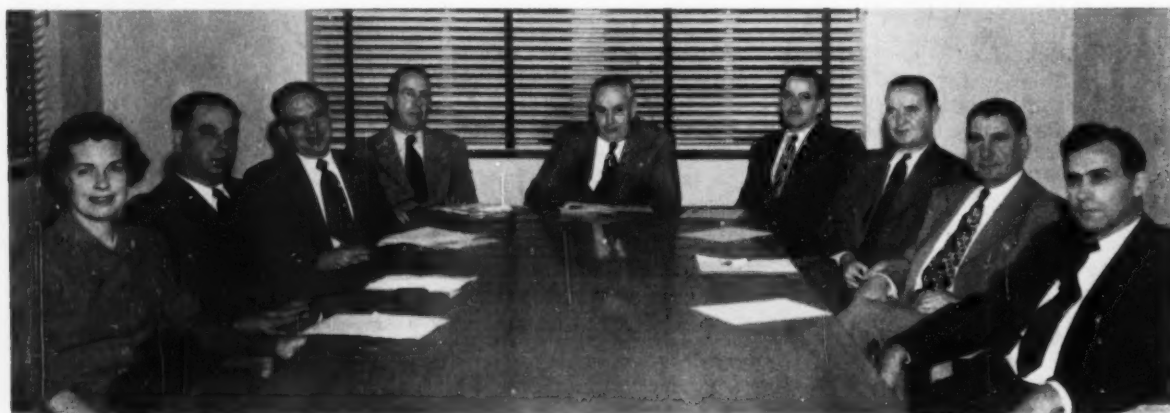
1. The state shall participate in the financing of public school buildings in local administrative units.
2. The state's participation shall be contingent upon (a) the local administrative unit which shall be of adequate size to operate most effectively; (b) the unit shall use its bonding power to the legal limit of 2 per cent on assessed valuation, the serial bonds to be limited to a ten-year period; (c) the local unit shall assess a 50-cent building tax for a period of five years; (d) additional schoolroom needs shall be based upon overcrowding and future enrollment increases. These room needs shall be determined by an objective formula, such as 35 pupils per room in grades 1 to 8; (e) the cost allowance per classroom shall be limited to the necessary cost, but in no case shall exceed \$850 per pupil in grades 1 to 8 and \$1,200 per pupil in grades 9 to 12; (f) participation of the state shall be limited to the difference between the amounts needed for additional schoolrooms and the sum of the amounts raised in the local administrative units through the use of maximum bonding effort and funds derived from the 50-cent building tax for a period of five years; (g) the local units must continue to set down in their statements and shall continue to meet the requirements for the period of time indicated. If the requirements are not met such funds necessary to meet the requirements will be withheld from state distribution funds.
3. The state must make available building funds to be drawn upon at once by the participating local units against the future income to be derived through the use of the 50-cent building tax for a period of five years.

4. The local school corporations which transfer pupils to other school administrative units which have a school building bonded debt or cumulative building tax, shall pay a building transfer cost applicable to capital outlay in the corporation receiving such transfer pupils. This capital outlay is to be computed on the basis of the cost per pupil in average daily attendance for debt service and the cumulative building fund tax in the receiving corporation. A maximum cost per transferred pupil shall be established. The receiving school corporation must apply the money received under this provision to debt service or add the amount to the cumulative building fund. The transferring corporation will be held to have a contractual equity for continued space in the receiving school corporation.

MIDLAND PLANS FOR GROWTH

In Midland, Mich., the citizens and school officials have under consideration three proposals for school advancement. One is to reorganize the territory, adding to the city school district 14 suburban school districts involving a population of about 10,000, an area of about 60 square miles, and an assessed valuation of \$16,000,000. A second proposal is to extend the educational program to include a community college, in addition to the K-12 program. A third proposal is the beginning of a number of school construction projects, totaling \$5,000,000 in cost, and including a senior high school and college, a junior high school, and a number of elementary schools.

The problem has been taken up in a series of surveys and studies, in which several hundred people are participating. "People want good education for their children and are eager to provide it when the way is clear to them," said Everett N. Luce, president of the Michigan School Board Association and secretary of the board of education. Mr. Luce and five other members of the board have taken steps to provide a very effective pattern for a two-way flow of information about the schools and their needs. Dr. Ernest R. Britton, superintendent of the city schools, is co-operating with the group in this work.



The East Peoria, Illinois, elementary school board has been in an almost continual building program since 1940. Erecting four new buildings and remodeling the old ones have meant many extra hours of conference and work. A further \$500,000 building expansion program is to be embarked upon this summer.

The members of the board well represent the community, which is highly industrial. Seated, left to right: Mrs. Robert Iber; Paul Schelm; Everett Hedgcock; Supt. Paul Bolin; Louis Carroll, president; Donald Shute, assistant superintendent; A. W. McFall, secretary; Chester Reichelderfer; and Raymond Sommer.

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Schools and School Districts

The state of Colorado may modify or withdraw all the powers conferred upon a school district, take, without compensation, property held by a school district, expand or contract the territorial area of the school district, unite the whole or part of it with another district, or destroy the district conditionally or unconditionally with or without the consent of the citizens, or even against their protest.—*Hazlet v. Gaunt*, 250 Pacific reporter 2d 188, Colo.

School District Government

A Kentucky county board of education possesses not only the power specifically conferred by the state statute, but also such implied powers as are reasonably inferable from the express powers and objects to be attained by the creation of such a board. KRS 160.160.—*Lewis v. Morgan*, 252 Southwestern reporter 2d 691, Ky.

School District Taxation

The Kentucky statutory provisions requiring the annual audit of school building funds by a public accountant or an accountant approved by the State Department of Education are not mere grants of power to the county board of education to conduct audits, but they create an absolute duty which the boards are required to perform.

KRS 160.476, 160.477.—*Lewis v. Morgan*, 252 Southwestern reporter 2d 691, Ky.

Teachers

Authority as vested in the school committee to employ a director of industrial arts could not be delegated. G.L. (Ter. Ed.) c. 71, §§ 37, 38.—*Demers v. School Committee of Worcester*, 108 Northeastern reporter 2d 651, Mass.

The Illinois School Code Amendatory Act of 1951 authorizing additional annual payments to retired school teachers was not unconstitutional, as an extension of the state's credit in aid of the individual, or as an enumerated prohibited special law, or as being violative of due process, since public school teachers are a distinct class for appropriate legislation, and it is within the power of the legislature to determine what the welfare of the public school system requires in respect to retirement allowances. SHA const. art. 2, § 2; art. 4, §§ 19, 20, 22; Ill. laws of 1951, p. 352; SHA, ch. 122, §§ 34-90.—*Voigt v. Board of Education of City of Chicago*, 108 Northwestern reporter 2d 426, 413 Ill. 233.

Pupils and Conduct of Schools

As used in the North Dakota statute authorizing a school district to furnish vehicular transportation to pupils and in a statute authorizing a school district to pay transportation allowance, to each family living more than two miles from a school district, the words "to each family" are not construed as meaning "to every family," but on the contrary, statutes, when construed together, authorize a school board in its discretion to pay some school patrons according to the number of miles traveled and to furnish to other patrons vehicular transportation or its equivalent. NDRC 1949 Supp., 15-3404; NDRC 1943, 15-3405.—*Reich v. Dietz School Dist. No. 16 of Grant County*, 55 Northwestern reporter 2d 638, N.D.

A parent voluntarily transporting his own children to school after refusing several offers by the school district to furnish vehicular transportation or its equivalent, could recover only the compensation fixed by the statute authorizing the school district to pay transportation charges, there being no implied contract with the school district for a reasonable value of the parent's services. NDRC 1949, Supp. 15-3404; NDRC 1943, 15-3405.—*Reich v. Dietz School Dist. No. 16 of Grant County*, 55 Northwestern reporter 2d 638, N.D.

SCHOOL BOARD NEWS

► New Orleans, La. The Orleans parish school board has changed its budget and accounting system to a modern mechanized one. The system, proposed by Walter R. Latapie, chief accountant, calls for a change from a manual to a machine system. Three bookkeeping machines have been installed, at a cost of \$11,000.

The board has also begun plans for a research program, to determine the cost of operating the schools over the next 20 years. The study will include future need for teachers, equipment, supplies, and other operating expenses. Also to be analyzed is the income from state and local property taxes.

► Los Angeles, Calif. Tighter control over the use of current periodical and pamphlet publications and other instructional materials in the schools is proposed in a report submitted to the school board. The proposal was made in the wake of charges that some subversive materials have found their way into the classrooms.



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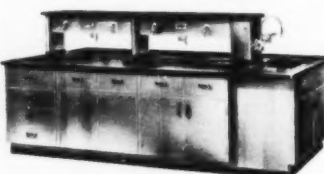
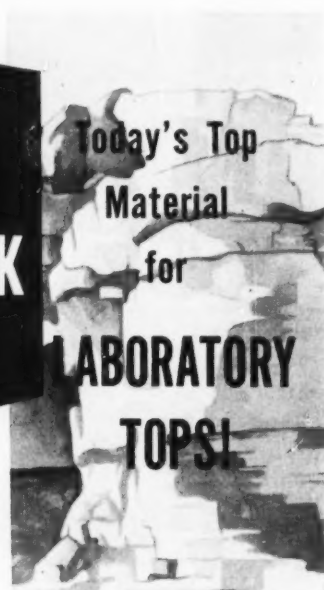
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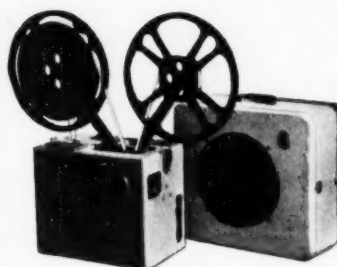
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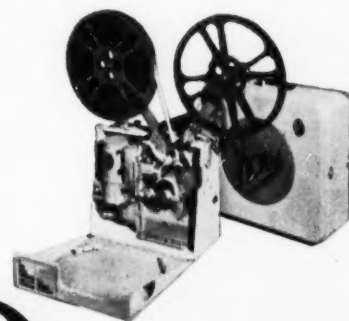
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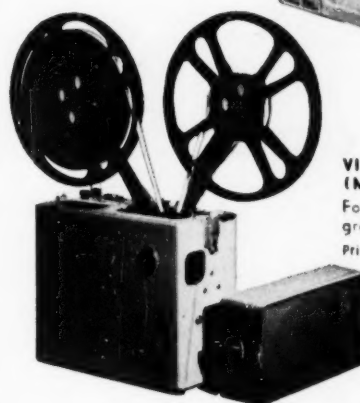
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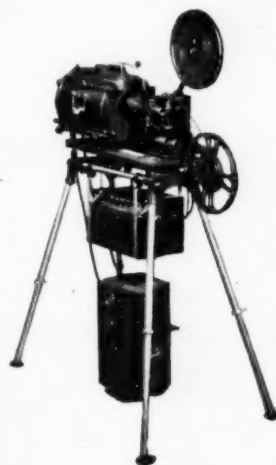


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SCHOOL FINANCE AND TAXATION

SCHOOL BUDGETS

New York, N. Y. The budget committee of the school board has prepared a preliminary budget calling for \$279,022,785 for the operation of the schools in 1953. This figure represents an increase of \$28,853,322 over the budget for the current school year ending June 30, 1953. The increased budget is needed for the adjustment of salaries of teaching and supervisory staffs and for meeting the needs for repairs, supplies, equipment, and special services.

► Hartford, Conn. A budget calling for \$6,491,364 for 1953 has been approved by the school board.

► New Orleans, La. The Orleans parish board has approved a budget of \$15,181,285 for 1953.

► Lowell, Mass. The board has approved a budget of \$2,702,361 for 1953.

► Chicago, Ill. Supt. Herold Hunt has submitted a budget to the school board calling for \$148,327,000 for the schools in 1953. This is an increase of \$7,038,000 over 1952.

The Chicago board of education has approved a preliminary budget of \$146,521,000. This budget is made necessary by the employment of 400 additional teachers and other increases in school costs.

► Rockford, Ill. The school board has adopted a record budget of \$6,022,100 for the school year

1953. Most of the increase is attributed to increases in teachers' salaries.

► Governor Dewey of New York State has announced that state aid to education will rise during the next fiscal year to \$302,385,000. This is an all-time high, indicating an increase of \$15,625,000 over the outlay for 1952. The increase, according to the Governor, will result almost entirely from the increase in the number of pupils enrolled. No change was recommended in the present state-aid formula.

► Detroit, Mich. The board of education will place a \$21,600,000 special tax levy for the schools before the voters at the April election. The board seeks an extra school tax of \$4.50 per \$1,000 of assessed valuation for a 10-year period.

► Saginaw, Mich. The school board has voted to reinvest 2 million dollars in funds which had been invested in short-term securities maturing January 1, 1953. The money is part of the 6 million dollar proceeds from a bond issue approved in May, 1950.

► The Dalles, Ore. On the basis of a school budget now under study, the board anticipates that the school tax millage for 1953 will decline about five mills to 29.76. The voters will be asked to approve an extra levy outside of the 6 per cent limitation of about \$90,830, compared to the levy for the 1952 year of \$190,580. The total estimated expenditures are carried at \$526,410.

► Detroit, Mich. The board of education has proposed a ten-year school-improvement program, to cost \$216,000,000. The building program is based on an anticipated enrollment of 300,000 by 1960 and will be financed with a special 4½-mill tax levy. Supt. Arthur Dondineau characterized the program as quite conservative and said that it will make it possible to reduce class size and to take children off of half-day sessions.

► Garden City, Mich. A school-bond election has been called to vote on a \$700,000 bond issue for a new school.

► Grand Rapids, Mich. A building permit has been issued for the construction of the Fairmount elementary school, to cost \$472,000.

► Jenison, Mich. The contract has been let for a six-room elementary school, to cost \$77,286.

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EISENHOWER ON EDUCATION

The first message of President Eisenhower to Congress contained two paragraphs on education, which called attention to the growing needs of the schools for support. The President said:

"Our school system demands some prompt, effective help. During each of the last two years, more than one and a half million children have swelled the elementary and secondary school population of the country. Generally, the school population is proportionately higher in states with low per capita income. This whole situation calls for careful congressional study and action. I am sure that you share my conviction that the firm conditions of federal aid must be proved need and proved lack of local income.

"One phase of the school problem demands special action. The school population of many districts has been greatly increased by the swift growth of defense activities. These activities have added little or nothing to the tax resources of the communities affected. Legislation aiding construction of schools in these districts expires on June 30. This law should be renewed; and, likewise, the partial payments for current operating expenses for these particular school districts should be made, including the deficiency requirement of the current fiscal year."



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able platens, the amazingly accurate paper feed. The present Smith-Corona Office Typewriter is the result of this pioneering—and the craftsmanship plus precision engineering revealed then has continued.

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SCHOOL BUILDING

► Governor Talmadge of Georgia has reported that the State School Building Authority is expected to expend \$140,000,000 in connection with its school construction program. The State School Building Authority is authorized, under a 1951 law, to finance school construction through revenue bonds amortized from rentals paid by local school boards for use of the buildings. In addition to these rentals, the boards are secured by state aid funds, apportioned to local districts on the basis of their certified need for capital facilities.

► Portland, Ore. The school board has approved new projects, costing \$6,000,000, to be erected between 1953 and 1954, and another \$9,322,000 for projects to be started by the summer of 1956.

The program includes a new senior high school, to cost an estimated \$2,000,000.

► Cedar Rapids, Iowa. The citizens advisory committee has presented to the board plans for a 2½-million-dollar school building program. The program calls for three new east side buildings and two additions, to cost \$1,425,000, and four additions to west side schools, to cost \$870,000.

► East Detroit, Mich. The board of education has completed the 17-room Deerfield elementary school. The building, occupied in September, 1952, contains a multi-use room, a special classroom, and a library with workroom. It cost \$514,272 including land, furniture, and equipment.

► St. Paul, Minn. The school board reports that four elementary schools and two additions to schools have been completed and placed in service

within the past few months. The elementary school construction is part of a nine-and-a-half-million-dollar school building program carried out by the board. Two further buildings are now in the planning stage. The rehabilitation program is expected to reach all of the 72 existing schools.

► West Point, Miss. The school board has employed Architects Fort & White to prepare plans for the proposed expansion of school facilities. The projects include a new high school, the remodeling of a Negro elementary school, an addition to the football field, and a new annex for the science and home-economics departments.

► Livingston, Mont. In July, 1952, the voters of the district voted to add six rooms to the Winans School and to construct another elementary school of six rooms. The board has voted to bond the district for an additional \$395,000 for a new school building program.

► Ionia, Mich. The school district is now in the process of adding a \$400,000 gymnasium to the school plant. Roger Allen, Grand Rapids, is the architect in charge of the preparation of plans.

► Cambridge, Ohio. The city school system is well on its way toward the completion of a third unit of the school building program, started during the year 1950. Two buildings have been completed, and a third building, now under construction, will be completed in September, 1953. These buildings are being financed with a bond issue of \$1,276,000. Supt. A. E. Rupp is of the opinion that the outstanding step in the building program resulted when a 17-acre tract was purchased adjacent to the city park.

► Holly Springs, Miss. The school district has under construction various school building projects, involving an expenditure of \$505,000. These projects include a new elementary school for colored pupils, an auditorium and physical education building for white pupils, a cafeteria addition, and a 4-room addition for white pupils.

► Forest, Miss. The board of education has completed the construction of a 20-room elementary school for Negro students. The building contains an auditorium-gymnasium and cafeteria and accommodates 600 students. The school system has an enrollment of 1250 students, of which 650 are white children and 600 are Negroes.

► Willmar, Minn. The school board has completed the construction of two elementary schools, at a total cost of \$820,000. Messrs. Magney, Tusler, and Setter, Minneapolis, were the architects. Plans are now going ahead for the construction of an industrial building to fill a present need in the system.

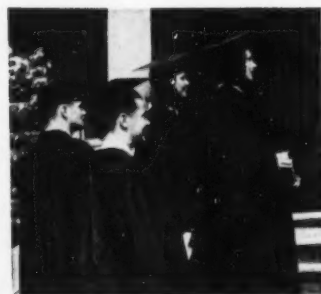
► Greensburg, Pa. The school board of the Hempfield area has conferred with the state school officials concerning proposed new school facilities. The state officials have recommended renovations at the Harrold Junior High School and Youngwood High School, at an estimated cost of \$1,300,000.

► Pipestone, Minn. The school board has begun plans for a new school building. The building has become necessary due to a greatly increased school enrollment. Some of the facilities in great demand are physical education facilities, lunchrooms, kindergarten rooms, and additional elementary and high school classrooms.

► Brunswick, Me. A seven-room addition to the Brunswick high school has recently been completed. The building contains five standard classrooms, two smaller rooms for special classes, and a clinic room for the school nurse. The building is equipped with the latest movable school furniture and electronic clocks. The cost of the building, excluding furnishings, was \$118,185.



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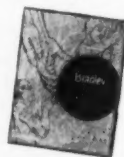
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DESK AND TABLE TOPS—All work surfaces are available in choice of natural wood grain finishes or durable plastic tops.



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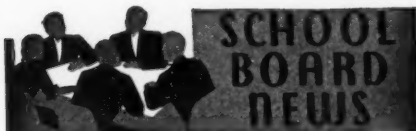
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► Baltimore, Md. Following a strike of school janitors, and other municipal laborers, on January 7, the school board instituted television programs for the schools. Baltimore's stations WBAL-TV and WAAM-TV provided school programs to offer instruction at home for the city's 80,000 school children. The programs represented the first mass attempt to use television for public school instruction. Station WBAL-TV was crowded with children listening to the program. Three different classes were handled at one time. Many of the pupils said that television teaching was not as interesting as classroom instruction.

► Ottumwa, Iowa. The board of education has moved into its new administration headquarters on East Fifth Street. A former residence property was purchased and converted into offices. The large reception hall is now used for the school headquarters. Space is also provided on this floor for the superintendent's office and the board meeting room and secretary's office. Other offices for supervisors are located on the second floor.

► Muskegon, Mich. The Citizens Advisory Committee, which has just completed a 9-month study of the school plant, has recommended that a seven-million-dollar building program be submitted to the voters. The committee also recommended the levying of an additional 5-mill tax until the fund is raised.

► Clare, Mich. The school board has begun a population study of the school enrollment. The report will be used by the board in launching a proposed millage and building campaign.

► Warren, R. I. With a view to possible future expansion, the school board has created a five-member advisory committee to aid in a comprehensive study of the town's school facilities. The advisory board will work jointly with the school board and will issue a report of its findings in about ninety days. In the event that new construction is advised, the report will include the cost of sites, the cost of architectural and engineering services, and the cost of constructing necessary buildings.

► The California State Board of Education has endorsed the principle of Bible reading in the state's schools, but declared it is opposed to legislation making the sessions mandatory. Board president William Blair, of Pasadena, said he did not believe reading of the Bible constituted a proper approach to moral education. "I don't object to the teaching of Jesus, but I do object to reading parts of the Bible which embody other matters of doctrine." He said he favored expansion of the field of moral and spiritual education, but not in the form of formal Bible reading sessions.

► Belleville, N. J. Beginning with September, 1952, classes have been organized and conducted for pupils with special learning difficulties. Two groups of 12 to 15 children each have been housed in the Shawger School. Specially trained teachers give individual attention to each child and prepare special teaching material so that each child may find success and happiness in his school work.

► Tracy, Minn. The school board has completed plans for vocational education and adult evening classes. The auto-mechanics courses have been extended from one to two terms, and a new home-economics building has been erected, at a cost of \$70,000. The board is co-operating with the city council in plans for a community swimming pool, to cost an estimated \$100,000.



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School Administration in Action

A USEFUL SALARY GUIDE

Boards of education in smaller communities are frequently puzzled to know what provisions should be included in a well-balanced teachers' salary schedule. To aid such boards of education, the New York State Teachers' Association has prepared an outline of ten major points which must inevitably be included in a satisfactory schedule.

I. *The beginning salary for all new employees—teaching and nonteaching:* (a) job classifications for which salaries are established; (b) qualifications required for a given entrance salary in each classification; (c) allowance for experience in other school systems or other employment; (d) the period for which the salary is paid for each classification; (e) description of normal service expected in each classification.

II. *Increments granted employees in various classifications:* (a) number of increments; (b) size of increments; (c) conditions under which increments are paid or withdrawn; (d) when paid—anniversary date.

III. *Salary differentials for certain employees:* (a) rates paid for substitute service; (b) allowances for extra services or duties; (c) travel and expense allowances; (d) summer school or extension course allowances; (e) dependency allowances; (f) cost-of-living adjustments; (g) allowances for additional preparation (evidence or approvals required); (h) equivalents recognized; (i) limitations relating to.

IV. *Highest attainable salary for each classification:* (a) conditions or standards required to attain maximum; (b) professional growth requirements.

V. *Non-monetary compensation:* (a) vacation provided annually; (b) group insurance; (c) other benefits.

VI. *Comparison of local schedule with state minimum.* [The schedule should meet legal requirements.]

VII. *Payment of salaries:* (a) number of payments annually; (b) date of payment; (c) manner of payment; (d) procedure for securing adjustments (errors or omissions).

VIII. *Deductions from salaries:* (a) number of days' annual leave allowed with full pay; (b) conditions under which such leave is granted; (c) amount deducted for each day of absence beyond leave allowed; (d) amount deducted for retirement or other purposes; (e) amount deducted when service is terminated before the end of a year.

IX. *Extended leaves of absence:* (a) cumulative sick leave; (b) sabbatical leave—frequency, length, and regulations; (c) maternity leave—length and regulations; (d) military leave status on return from service; (e) reinstatement of former employees—status on return.

X. *Transfer procedure from the old to the new.* (a) effective date of new schedule or transfer; (b) maximum period for proper placement on schedule; (c) steps in transfer—increases for those behind schedule; (d) policy relating to those ahead of schedule.

INGLEWOOD FORMULATES SCHOOL POLICY

The Centinela Valley Union High School District, of Inglewood, Calif., under the direction of Principal H. Fred Heisner, has created several policy committees in each of the four high schools. Approximately ten teachers meet in any one policy group during the lunch periods, or during consultation periods. A representative from each of the policy committees make up the district teachers' council.

Dr. Heisner points out that "the purpose of the plan is to get teachers to participate in the formation of school policy. It is the purpose to try to get as many teachers as possible interested in a policy group."

The policy groups aim to give teachers a chance to express questions and to clarify any doubts regarding matters of school policy. The procedure allows a teacher to reach the top administrative level more quickly than through ordinary channel procedures, which insures a more harmonious system, according to Dr. Heisner.

A personalized counseling service has been set up for the benefit of pupils. The purpose is to reduce the number of pupil-teacher and pupil-pupil contacts in order to more readily acquaint pupils with other pupils, teachers with pupils, and pupils with teachers.

IN-SERVICE TRAINING PROGRAM

During the school year 1951-52, the board of education of Millburn Township, Millburn, N. J., carried on a program of in-service training of teachers and curriculum development for the schools. The work was conducted under the joint sponsorship of the local teachers' association and the school administration. In order that the program might be carried out successfully, the board set up special funds for the in-service committee for such purposes as materials and books, clerical services, expenses of teachers in visiting school systems, and other cost items.

During the year three special reports were issued. The first was entitled, "A Summary Re-

port of the In-Service Training Program." The other reports were on a new spelling series and on the use of new arithmetic texts for the grade schools. The faculty has organized committees on grade and departmental levels. Kindergarten teachers are in one group, and at the high school level the various departments are organized into subject groups. The purpose of this year's committees is to study the material suggested from last year's study and to make revisions and additions to the curriculum so that the whole outlines may be formally worked out for the district. A new aspect of the program is the establishment of a steering committee to serve as executive branch and to offer help and advice to the committees in their work to make it possible for them to work at maximum efficiency. As an additional feature, the executive committee is encouraging the special committees to use consultants from nearby universities and school systems in strengthening the work undertaken.

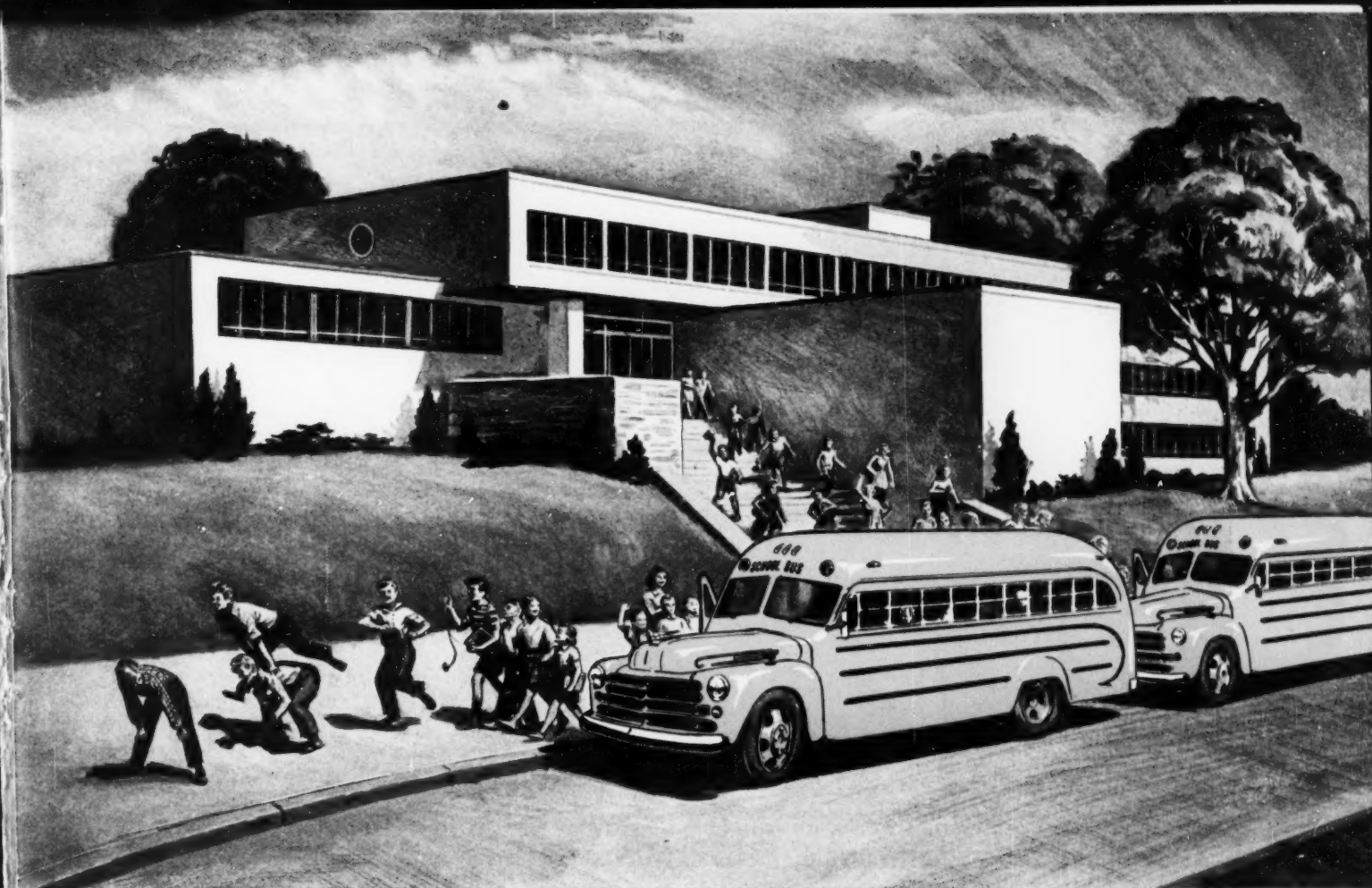
LIFETIME PASS TO BOARD MEMBERS

The board of education of Harrisburg, Ill., has approved a plan calling for the granting of a lifetime pass, to be given to board members, entitling them to free admission to all school sponsored activities. The tickets are given in appreciation of years of valued service as a member of the board, and are encased in leather, with the name of the recipient engrossed in gold. The tickets were presented at a general assembly of students and faculty members.

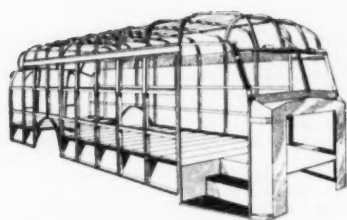


The School Board of Greensburg, Indiana, is engaged in an important program of school improvement based on a survey made by Dr. Harold Church of Indiana University, and on special recommendations prepared by Superintendent Gerald Alexander in his annual report. Expansion of the school plant in the form of a new building is contemplated. The survey recommends a complete pattern for the sound progress of the schools.

The Board of Education left to right: President, Oscar A. Hurt; treasurer, J. Frank Russell; secretary, W. Lowell Headlee; and superintendent, Gerald Alexander.



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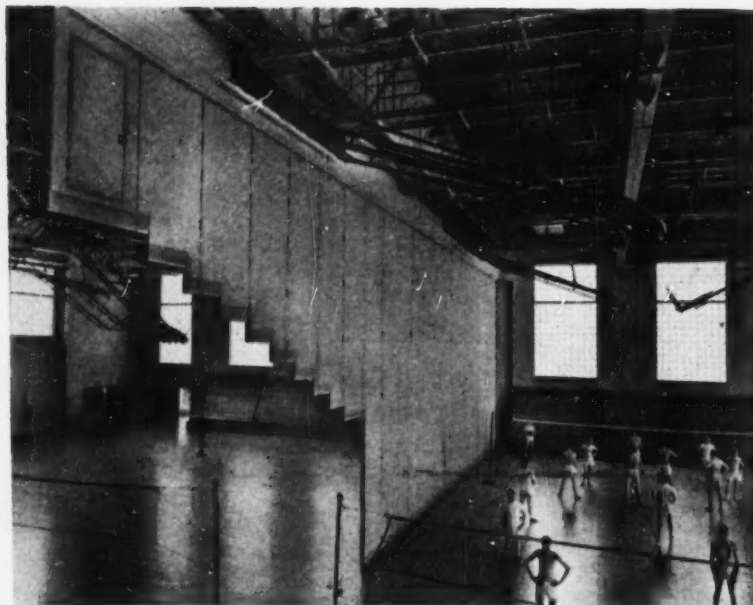
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Arvin High School, Arvin, California—Opening: 143' x 26'
Kinkaid School Gymnasium, Houston, Texas—Opening: 71' x 21'
High School, Brookline, Mass.—2 Openings: 100' x 20' and 130' x 20'
Banks School, Bay City, Michigan—Opening: 50' x 18'



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NEW PUBLICATIONS for School-Business EXECUTIVES

Insurance Practices in School Administration

By Henry H. Linn and S. C. Joyner. Cloth, 446 pp., \$6.50. The Ronald Press Co., New York, N. Y.

The primary aim of this book is to assist business managers and other responsible school officials in dealing with the many problems that arise in connection with a school insurance program.

It accomplishes this purpose by giving emphasis to practical procedures and suggestions while analyzing and discussing in general terms the areas of fire, public liability, automobile, workmen's compensation, bonding, burglary, robbery, theft, boiler, glass, and inland marine insurance as they pertain to schools.

Through the use of many examples, forms, and illustrations drawn from data gathered from school officials and insurance companies, a clear, well-organized presentation is achieved. These features make the book an invaluable reference for school administrators, as well as an excellent text for students of educational administration.

The authors are eminently qualified since they bring to this task years of experience in working with and studying school insurance problems. Dr. Linn is a professor of education at Teachers College, Columbia University, and Dr. Joyner is deputy business manager of the Los Angeles city schools.

The pressures exerted everywhere today on the financing of schools makes the guidance by this book timely indeed. — *Alfred C. Cereste.*

Planning Elementary School Buildings

By N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett. Cloth, 268 pp., \$12.50. F. W. Dodge Corporation, New York 18, N. Y.

This book is written from the standpoint of the educator who desires to develop the school plant as a valuable tool in the service of democratic education of children and who also wants to promote the adult community uses of the structure in a broad plan of civic and cultural development. The authors center their discussion around the main indoor areas of the schoolhouse, particularly the classrooms and the specialized educational spaces. They argue that these areas must be ideally adapted to promote the teaching and learning activities carried on in them, with due regard for the physical and spiritual needs of the children, as well as their growth and development.

Carrying forward the idea of making the schoolroom achieve the purposes and activities of education, the authors present specific principles for bettering the environment of children and teachers for vision, physical comfort, and complete safety. Later sections of the book take up the administrative areas of the school building and such major problems as the over-all organization and size of school buildings, flow of traffic, site utilization, built-in equipment, furniture, etc.

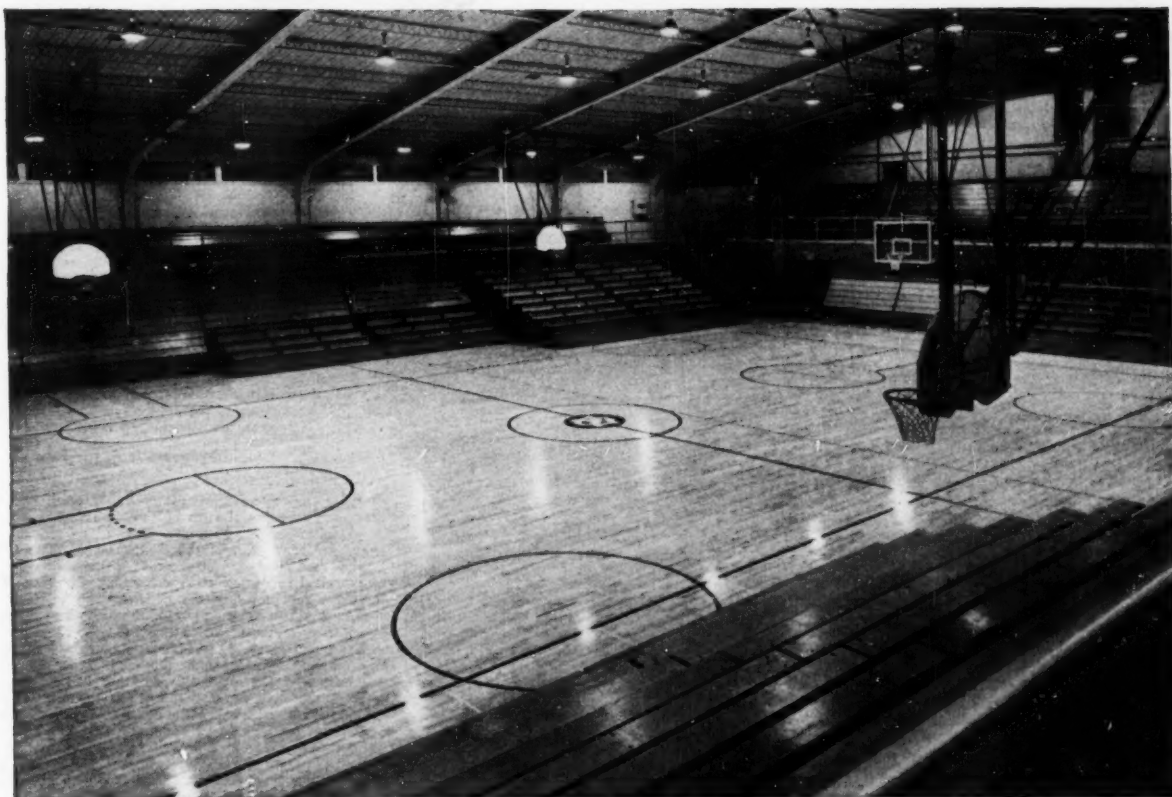
The authors have made numerous city and village school surveys and have worked out specific programs for site selection, building plans, financing, and development of community support.

A final section of the book takes up the service elements of buildings, the selection of materials and types of construction, the quality and types of finishes, mechanical equipment, and minor details.

The entire book is typical of the philosophy of a generous educational program for which the Engelhardts and their associate, Mr. Leggett, have always fought. The practical school executive will find in this book a rich vein of thoroughly practical information, complete plans and specifications for a variety of classrooms and other special instructional areas, and practical studies of significant types of layouts for buildings and typical departmental areas.

A mastery of the book will enable any school executive to appraise his own plant situation and to develop statements of educational needs from which his architect can

(Continued on page 78)



St. Mary's High School, Phoenix, Ariz.—Lescher & Mahoney, architects

On Main Floor, Balcony... All Around the Gym

Universal Roll-A-Way Stands Assure Safe and Comfortable Seating *Plus Valuable Extra Floor Space Whenever Needed*

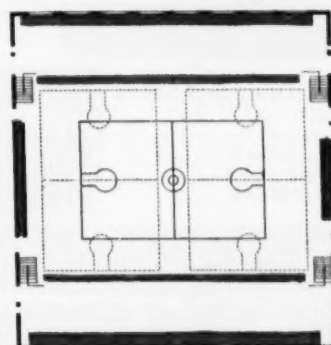
With today's building costs at such high levels, the plans for any gymnasium should provide maximum seating facilities and maximum useable floor space in minimum area. Such requirements often seem "impossible" to meet, yet they are actually easy... the *Universal* way!

The modern gymnasium illustrated above is a good example. With *Universal* Roll-A-Way Stands on both main floor and balconies, ample seating facilities are provided for basketball games and other school events. But, when not in use, these stands may be rolled back to the walls on both levels... providing approximately 5,000 feet more floor space for practice courts and other

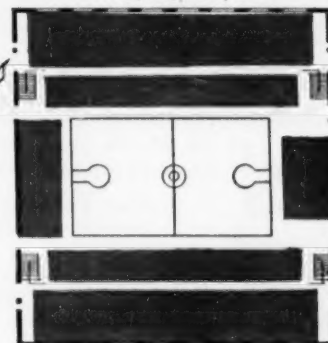
gymnasium activities. Carefully engineered and custom built to meet individual specifications, Roll-A-Way Stands are ideal for large capacity or small. They are compact, yet roomy and comfortable... neat and attractive... exceptionally strong and safe.

Improved vertical filler boards enclose Roll-A-Way's entire understructure from front view, add more rigidity to seat boards, make the complete stands even stronger and more substantial. Because of their centered positions, these filler boards do not interfere with spectators' leg room... permitting feet to be drawn back under seats in normal positions. Comfort is assured!

Investigate Roll-A-Way Stands today. Write for latest catalog, list of *Universal* installations, and working scale blueprints of two-level seating.



Typical plans showing (above) large floor space with stands closed; (below) stands open.



UNIVERSAL BLEACHER COMPANY
606 SOUTH NEIL STREET • CHAMPAIGN, ILLINOIS

NEW PUBLICATIONS

(Continued from page 76)

prepare forward-looking building plans. The greatest good will come out of this book if it is used as a starting point for developing a local school building program within the local philosophy and the financial ability of the district.

Economic Status of Teachers in 1952-53

Paper, 26 pp., 25 cents. National Education Association, Washington 6, D. C.

This study indicates the effect of consumer prices on the income of teachers and the relationship of their average annual earnings to other occupational groups.

How to Conduct a Citizens School Survey

By Merle R. Sumption. Cloth, 209 pp., \$3. Prentice-Hall, Inc., New York 11, N. Y.

This handbook has grown out of the various experiences in conducting community school services in Illinois.

Educational Television

Paper, 10 pp. Published by the National Citizens Committee for Educational Television, Ring Bldg., Washington 6, D. C.

A timely brochure, setting forth the work of the National Citizens Committee on Educational Television. The booklet tells how television came to be used for educational purposes, how its resources in school and library were built up, and what is being done to build educational television stations.

Public School Revenues, 1949-50

Paper, 167 pp., 50 cents. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

In the present report, a slightly revised version of the study, "Tax Revenues of Public Schools, 1949-50," special attention has been given to an analysis of state tax revenues for schools. Section I deals with sources and treatment of data; Section II deals with public elementary and secondary school revenues, their amounts,

their growth, and the proportion of these revenues raised by taxation; Section III deals exclusively with school revenues from state tax sources; and Section IV offers a restatement of trends in school support, including the relative importance of different types of taxes for school support. The report is documented to show sources of information and special methods used in arriving at estimates.

Paint Manual

By engineers, U. S. Bureau of Reclamation. Cloth, 203 pp., \$1.25. U. S. Government Printing Office, Washington 25, D. C.

This manual provides information and instructions relating to paints and painting practices as applied to work of the Bureau of Reclamation. It takes up in rather untechnical language: (1) the nature and uses of paints and painting materials; (2) the selection and application of paint to woodwork; (3) the description of materials for painting metalwork; (4) the painting of concrete, plaster, and other surfaces; (5) the inspection and sampling of paint and paint materials; (6) the safe care of paint materials. While some of the materials relate to the special problems of painting and maintaining dams and water systems, the sections devoted to exterior and interior painting of houses and ordinary metalwork, as well as concrete, are valuable for school authorities.

The South Dakota Handbook for School Board Members

By the State Department of Public Instruction and the Associated School Boards of South Dakota. Paper, 72 pp., published jointly, Pierre, S. Dak.

This joint effort of the South Dakota State Office and the Associated School Boards is planned definitely to provide basic information concerning the task of school boards for providing the children with efficient schools. The chapters take up: (1) the organization and legal authority of the school districts; (2) the conduct of school board meetings; (3) the financial authority of boards of education, including budgeting and accounting; (4) the relations of the board of education to the faculty and their respective responsibilities; (5) the maintenance and operation of school plants and the procedures for financing and erecting new school buildings; (6) the school district insurance program, transportation of children, and tuition for nonresidents; (7) the educational services for the community; (8) the functions and accomplishments of the State Associated School Boards. While the book emphasizes strongly the legal basis of all activities of school boards, there is much solid wisdom in this handbook for the common-sense, effective administration of city and rural schools.

School Plant Needs of Pocantico Hills

By Institute of Field Studies, Teachers College. Paper, 75 pp. Issued by Teachers College, Columbia University, New York.

This study, carried on by a committee headed by Professor Felix J. McCormick, follows the practical pattern of analyzing the social, economic, and population situation of a growing school district centered in the village of New Tarrytown, N. Y. The present inefficiencies of the school plant are presented and specific recommendations are made for expanding the present school building to serve 400 children in a comprehensive manner. Chicago architects have been engaged for a proposed enlargement of the school, to cost \$700,000. The district is well able to meet this cost and to buy a 10-acre site for a future building.

Advisory Committees on Standards

Prepared by the Standardization Committee, 8 pp. Department of Finance and Control, Purchasing Division, State of Connecticut, Hartford.

This suggestive bulletin outlines the method and the duties of committees entrusted by the State Purchasing Division of Connecticut with the duty of setting up standards for materials and services to be purchased for state use. The bulletin outlines specifically the work to be done by general committees and their technical liaison advisers. The duties similarly of subcommittees are outlined. It is clear that the purpose throughout is to have frequently revised, continuing, acceptable standards specifications which will enable the Purchasing Division to buy materials and services which are efficient and economical for the purposes intended.

Planning for a Regional School District

Compiled under the direction of Joseph A. Baer, chief of Bureau of Research and Planning. Paper, 36 pp. Bulletin No. 54, 1952. Published by the Connecticut State Department of Education, Hartford, Conn.

This revised guide and reference source for regional school planning committees is divided into five parts: (I) planning for a regional high school; (II) the advantages of a regional high school; (III) outline for a study of the regional high school area; (IV) questions and answers on the regional school district law; (V) the law concerning regional school districts.

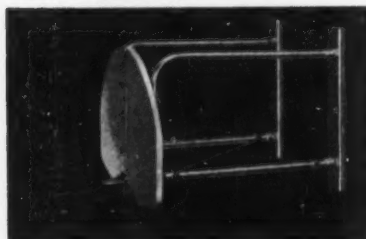
(Concluded on page 80)

A Perfect Play Everytime

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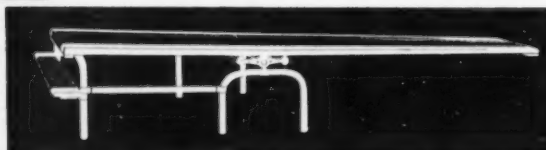
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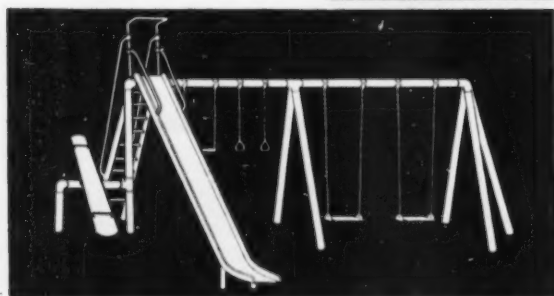
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For Better Playgrounds

Playgrounds are essential to the best development of children and the recreation of older boys and girls, as well as grown-ups! For 20 years, Recreation Products have been installed in playgrounds throughout the United States. The long-time performance of Recreation Products testifies to their excellent quality. That's why more and more playgrounds are being equipped from the Recreation Line.

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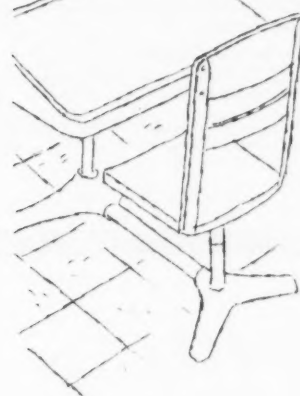
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SEATING BUILT TO THE PUPIL'S NEED . . .

From the first plan through the finished product, the basic design of this outstanding Sterling seating is the pupil's need. Strength, durability, stability, practicability, beauty — all important as they are, come after the pupil has first been served.

Sterling Desks thus are built big enough for children to grow in. Compare the wider and deeper seats and the generous backrails, curved and formed to support growing young backs properly and in comfort.

Oversize writing tops provide more than adequate working surfaces and larger, roomier all-steel book boxes hold all books and classroom tools with room to spare.

You, too, can make your first thought the pupil's need. If you are planning on refurnishing a room or outfitting a new school, you should get the details on Sterling D7000 desks at once. Write today and ask for Seating Catalog 513.

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NEW PUBLICATIONS

(Concluded from page 78)

Detergents

By Donald Price. Cloth, 159 pp., \$4. Chemical Publishing Co., New York, N. Y.

In this book the technical director of a leading manufacturer of cleansing materials tells for the layman what detergents are and what they do. He describes in detail: (1) the chemical nature and purpose of detergents as surface wetting and dirt-removing substances; (2) the history of soaps and modern synthetic detergents; (3) the chemical and mechanical operation of detergents in removing dirt; (4) the chemical and physical properties and uses of household detergents; (5) the special qualities of detergents used in widely differing industrial situations; (6) the testing and selection of detergents for specific household and industrial purposes; and (7) the probable future development of better cleansing materials. The book, while it is in large part simple and nontechnical in language, requires some knowledge of colloid chemistry and some practical experience with surface wetting agents and various materials used for removing dirt and other unwanted matter. The school purchasing agent will find the book useful in understanding the new materials offered for use as cleansers in janitorial work, dishwashing, etc., in the modern school program.

Health Services in City Schools

By H. F. Kilander. Paper, 68 pp., 25 cents. Bulletin No. 20, 1952, of the U. S. Office of Education, Washington 25, D. C.

This study, the third in a series, was conducted by the Public Health Service of the Federal Security Agency and the American Medical Association. The study takes up the administration and financing of school health programs, the personnel, the medical examination, the dental examination, the school nursing services, administrative relationships, and professional groups which can be called upon to render advice and counsel. The report shows that there has been a considerable increase in the number of school systems with health services and in the scope of the school health programs. Much still needs to be done

if all of the 30,000,000 school children are to have adequate health care.

Disposition of School Bond Issues and Special Levies in Ohio School Districts

January through November, 1952. Compiled by John H. Herrick and Guy W. Buddemeyer. Paper, 35 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This twenty-fifth annual disposition study includes the election results on school bond issues and special levies submitted by Ohio school districts during the year 1952. The report shows that there were 216 bond issues submitted during the year, of which 175 were approved. The total amount of the bond issues was \$78,469,952, of which \$59,041,468 were approved. The number of special levies was 691, of which 674 were approved by the voters.

Meet Your Milwaukee Public Schools

Compiled and written by William M. Lamers, Adell M. Schott, Donald K. Mereen, and Patricia Pelikan. Paper 44 pp. Published by the board of education, Milwaukee, Wis.

The ninety-third annual report of the superintendent of schools of Milwaukee, telling in picture and prose, the story of the varied activities of the city schools. It includes (1) the tax dollar, (2) the goals of the teachers, (3) building citizenship, (4) teaching boys and girls how to study, (5) opportunities for developing physical and mental health, (6) opportunities for forming useful skills, (7) providing vocational knowledge and skills, (8) use of leisure time, (9) recreation for everyone, (10) financing a five-year building program.

Central State Agency for California Education

By Leighton H. Johnson. Paper, 139 pp., \$1.50. University of New Mexico Press, Albuquerque.

This study traces its origin and development of the state superintendency of public education and of the state board of education from 1849 to the present day. Changes and growth in the function and difficulties arising from the readjustments to the expanding work of the schools are fully presented.

Statistics of State School Systems, 1949-50

Chapter II of Biennial Survey of Education in the United States. Paper, 115 pp., 30 cents. U. S. Office of Education, Washington, D. C.

This statement includes statistics on the administrative and instructional staffs, enrollment, and attendance and costs of elementary and secondary schools.

The Treaty as an Instrument of Legislation

By Florence E. Allen. Cloth, 114 pp., \$1.75. The Macmillan Co., N. Y.

This Kappa Delta Pi lecture by a distinguished judge of the U. S. Court of Appeals (Sixth District), provides a sharp warning that the proposed acceptance of the Covenant of Human Rights (a) will not provide a means of assuring international peace, (b) will actually reduce our human rights under the Constitution, (c) will cause endless legal difficulties through its interference with existing American legislative and judicial law.

A Study of Television as a Teaching Tool

Made by Russell E. Helmick. Mimeographed. Crosley Radio Corporation, Cincinnati, Ohio.

Under the direction of the University of Cincinnati, the Crosley Corporation telecasted four programs to 14 high schools in the Southern Ohio area. The programs were: (1) "This is Television," a tour of a television station; (2) "Nature Photography is Fun," a photography and science program; (3) "The Etruscan Warrior," an art and ancient history presentation; (4) "The Job Is Yours," an employment and guidance demonstration. Some 694 administrative and teaching representatives were interviewed to learn the professional opinion. Although it was clearly exploratory, the study brought out vast possibilities for (1) TV as a force for influencing people, (2) for education, and (3) for better community culture and public relations. The study is a genuine contribution to a field as yet unexplored.

They Are in Your Hands

Paper, 15 pp. Published by the Department of Planning and Information, Board of Education, Dearborn, Mich.

A "selling" report concerning school population, enrollment, and school building needs to meet a rapidly increasing school population.

Safe

*What a Comforting, Buoyant Word
You can have the same feeling by selecting*

NATURAL SLATE

For your Chalkboard requirements

No Disturbing Factors Like:

How Much Service? How Much Maintenance?
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For your protection — Specify that all slate be quarried and manufactured in Penna., U. S. A.



"Why do more than 2,000 School Systems and Reading Clinics use the Keystone Tachistoscopic Service?"

BECAUSE: Educators have found *Extra Insurance of Complete Success* in the service that is - - -

PROFESSIONAL: Planned in consultation with many important educators — the phrase and sentence slides alone are the result of four years of research. A complete program developed by experience in thousands of classrooms. With a detailed Manual of Instructions that is so practical that numerous teachers have been immediately successful when using the Tachistoscope for the first time. Most recent professional amplification of Keystone service: *Basic Vocabulary of 3,000 words*, by Helen Bachman Knipp, Ph.D., the latest authentic vocabulary list.

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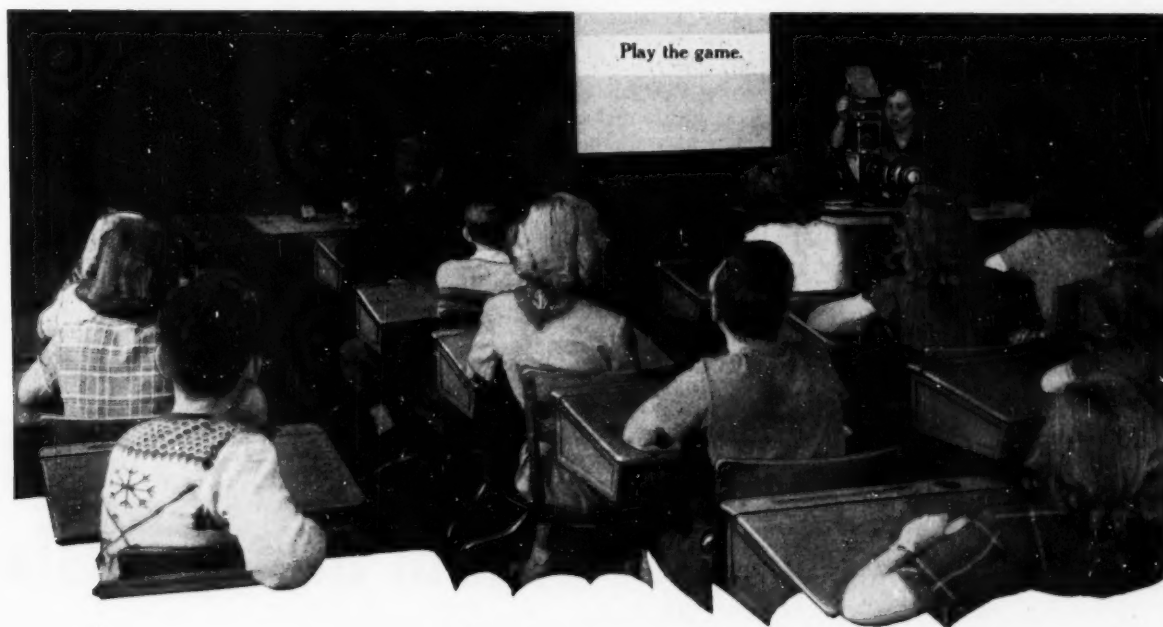
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You can trust new Dodge "Job-Rated" school bus chassis to help transport children safely day after day . . . because these chassis and equipment meet and exceed every safety recommendation of the National Conference on School Transportation.

Consider Dodge's new super-safe brakes, for example. These modern "dual-primary" type brakes stop smoothly and *hold* whether the bus is moving forwards or backwards. This means absolute safety when stopping on even the steepest hills. Braking requires less pedal pressure, too, thus reducing driver fatigue.

Then, too, you can rely on new Dodge power (118 HP-122 HP), however muddy or snowy the roads may be. With stepped-up horsepower in two of the three Dodge school bus engines, you're sure that your buses will get through. And famous Dodge economy, so important to school budgets, is assured by features like chrome-plated top piston rings, exhaust valve seat inserts and lightweight aluminum-alloy pistons.

Your friendly Dodge dealer welcomes your questions on school buses. He'll show you why new Dodge "Job-Rated" school bus chassis are safer . . . more powerful . . . more economical. See him . . . and see why Dodge makes an excellent transportation investment for years to come.

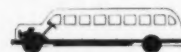
School Bus Chassis for Bodies Accommodating 30, 36, 48, 54 and 60 Passengers



MODEL FS-152
10,475 and 11,450 lbs. G.V.W.
For 30 and 36 pupils



MODEL HS-192
14,200 and 15,500 lbs. G.V.W.
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For 54 pupils



MODEL BS-229
17,675 and 19,500 lbs. G.V.W.
For 60 pupils

DODGE "Job-Rated" School Bus Chassis

SCHOOL ADMINISTRATION NEWS

► In October, 1952, the board of education of Gloversville, N. Y., published a report of the Citizens Committee on a study of school finance. The committee, in making its study, considered such items as school budgets, past and present, and the educational program of the city schools.

The study gave serious consideration to the financial situation which faced the schools during 1952-53. In connection with its study, the committee considered (1) the average cost of education in comparison with other cities, (2) class sizes in comparison with other communities, (3) the prospective increase in enrollments, (4) cost of school supplies, equipment, and salaries, (5) teachers' salaries and state aid.

► The Aberdeen, Miss., board of education has recently carried on two major projects for improving the school system. First, a new statement of guiding principles for the organization, program, and principles for the administration of the schools has been worked out. Second, a Citizens Council on Education has been activated to carry on a study of future school plant needs. A similar Council some years ago conducted a survey of building needs.

► Albert Lea, Minn. The board of education is preparing a revised set of rules and regulations. Supt. J. J. Halverson reports that the previous minutes of the board, as well as administrative bulletins to the schools, are being scanned so that the new code may include all previous restrictions and policies.

► An accounting and business department under the supervision of a business manager has been established by the Le Sueur, Minn., board of education to relieve the superintendent's office.

► Williamsport, Pa. The city council and the school board have co-operated in the establishment of a joint planning committee. This committee, composed of three members each from the two groups, is to study matters of mutual interest to the city and the school district. On the agenda for the present is a proposal to change the district's fiscal year to coincide with the calendar year. At present the year begins July 1.

► Kalamazoo, Mich. The board of education has approved plans for an educational program for homebound children. The educational service, which includes aid to children confined to homes, hospitals, and sanitariums, rounds out a program of special services to mentally and physically handicapped children.

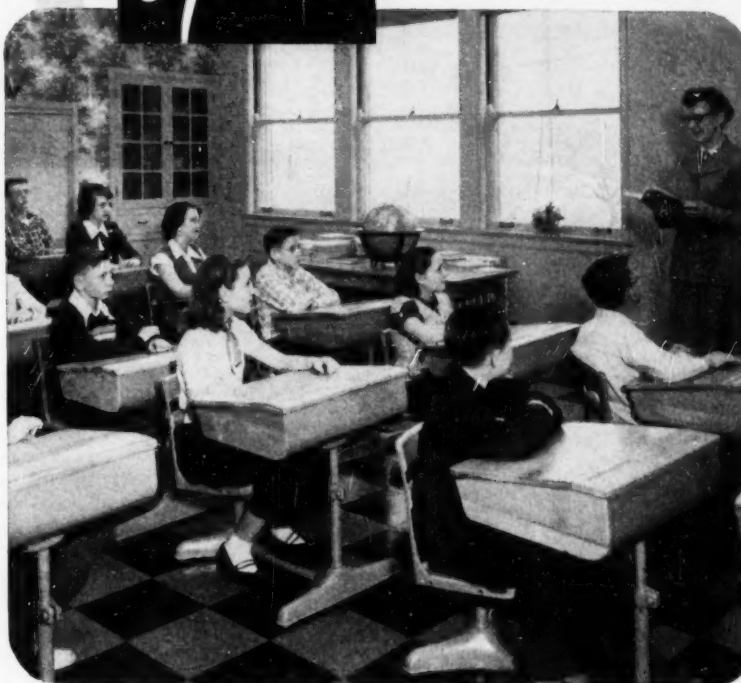
► Charleroi, Pa. The school board has approved a plan of group insurance for all school employees on a participating basis.

► Boone, Iowa. The school board has appointed 15 married couples to serve in an advisory capacity to the board on school building problems. The committee represents each of the seven ward school districts and will consult and advise the board concerning school building plans. It was explained that the present buildings are at near capacity and that there will be an increased enrollment during the next few years.

► Warwick, R. I. The school board has begun plans for a school administration building, to cost approximately \$125,000. The construction depends on city council approval of an allotment sought in the 1953 budget to finance the project.

Health

RESPONDS...



TO BETTER SEATING BY *Arlington*

School administrators have long recognized the vital effect of posture upon the future health of growing boys and girls. Tremendous contributions have been made to the study and defeat of this challenging problem.

Arlington Seating Company, too, has long directed its efforts to the design of school seating equipment that helps children of all age groups to achieve proper posture. For school seating that considers the health of the student—and, in addition, provides durable, visually attractive equipment—remember Arlington.

Be sure to write for a copy of Bulletin No. 105—fully illustrating today's modern Arlington seating equipment... for all student needs from kindergarten to university.

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ARLINGTON HEIGHTS, ILLINOIS



PERSONAL NEWS

PERSONAL NEWS OF SCHOOL BOARDS

- The school board at East Liverpool, Ohio, has reorganized with JAMES D. BENNETT as president, and JAMES T. FORTINER as vice-president. Miss KATHRYN LIERSCHNER, clerk-treasurer, was re-elected for two years.
- JOHN F. ZAMPARELLI has been named vice-chairman of the board at Medford, Mass.
- The school board of Beverly, Mass., has reorganized with DR. RICHARD E. ALT as president; THOMAS J. REID as vice-president; and MRS. LURANA PORTER as secretary.
- New members of the board at Terre Haute, Ind., are JOSEPH WEBER and V. DEWEY ANNAKIN.
- DUFF NEELY has been named president of the board at Girard, Pa.
- WALTER ALLAMAN was elected president of the board at Canton, Ohio. VIRGIL HINTON was named vice-president.
- JOHN R. YEAGER has been elected president of the Tucker county board at Parsons, W. Va.
- HENRY M. HILL has been elected president of the board at Washington, Pa. WILLIAM M. C. RICHARDSON was named vice-president.
- BERT BERGMAN has been re-elected vice-chairman of the board at Marlboro, Mass.
- The board of education of Houston, Tex., has reorganized with JAMES M. DELMAR as president; MRS. FRANK DYER as vice-president; and DR. HENRY A. PETERSEN as secretary.
- WINSTON McVEA has been elected president of the East Baton Rouge school board at Baton Rouge, La.
- GEORGE L. YELLAND, secretary and business manager of the public schools of Alhambra, Calif., will retire June 30, after the completion of 36 years of service.
- The school board of Hammond, Ind., has reorganized with ARTHUR SPOERNER as president; HAROLD CHASE as secretary; and CHARLES N. SCOTT as treasurer.
- STANLEY R. GIKE, a member of the Kansas City, Mo., board of education since April, 1952, has resigned, to take up his duties as a government administrator in Washington.
- DR. CLARENCE SCHEFS has been elected president of the Orleans parish school board at New Orleans, La. Two new members are EMILE A. WAGNER, Jr., and T. A. SHEPARD, Jr.
- JAMES HAMER has been re-elected president of the board at Fayette City, Pa.
- WILLIAM E. ENGLISH has been elected clerk-treasurer of the board at Canton, Ohio, to succeed John F. Ross, who has resigned.
- DONALD DeLUCA has been elected president of the school board at Woburn, Mass.
- EDWARD M. J. CAHALAN is the new president of the board at Pawtucket, R. I.
- JOSEPH A. CALLAN has been named vice-chairman of the school board at Peabody, Mass. THOMAS F. KINGSTON was elected secretary.
- DR. JAMES W. LESLIE has been appointed president of Dist. No. 38 and Union High School Board No. 4, Oak Creek, Colo., to succeed William Peachey who resigned after a service of ten years.
- M. W. CLARIDGE has been elected chairman of the North Mankato board of education to replace E. E. Leslie who has been transferred to Huron, S. Dak.
- MRS. ALICE M. LYONS has been elected chairman of the Boston, Mass., school committee, to succeed Isadore H. Y. Meuchnick. WILLIAM F. CARR has been elected treasurer.
- DR. HOWARD A. SPORCK has been re-elected president of the Brooke county board, Wellsburg, W. Va.
- RALPH MARTZ has been elected president of the Summit township board at Meyersdale, Pa. GALEN PECK was elected secretary, and JOSEPH SAYLOR was named treasurer.
- JAMES A. DALY, district clerk of the school board at Glen Rock, N. J., died at his home January 25. He had been clerk of the board since 1925.
- MRS. ALICE C. HEDIN has been elected president of the Minnesota School Board Association for the year 1953. Mrs. Hedin is also a member of the State Board of Education, serving for a six-year term.
- WILLIAM H. MESSENGER has been elected president of the board of education at Scottsdale, Ariz.
- RAY BARNETT has been named president of the board of Mercer County, Bluefield, W. Va.
- O. B. WEBER has been elected president of the Morgan County board at Berkeley Springs, W. Va.
- MERRILL CHRISTOPHERSON has been elected president of the school board at Provi, Utah.
- CHARLES J. HAMILTON has been elected president of the Mingo County board at Williamson, W. Va.
- The Washington parish school board at Bogalusa, La., has re-elected J. A. RICHARDSON as president.
- WARREN DENNLER has been named a member of the board at Peru, Ill., to succeed Walter Unzicker.
- CLYDE CATT, a member of the board of Oblong township high school, Oblong, Ill., died January 21 at his home.
- DR. QUANNAH McCALL has been elected president of the board at Las Vegas, N. Mex.
- JOHN S. ENGBAHL has been re-elected president of the board at Omaha, Neb. J. RICHARD SWENSON is a new member.
- C. B. MCCRAY has been elected president of the board at Oklahoma City, Okla. JIM LOOKABOUGH was named vice-president.
- JOHN F. HAZELTON has been elected chairman of the school committee of East Providence, R. I. MRS. MARY C. MCGOWAN was named secretary.
- MRS. MARGARET D. NORRIS has been re-elected chairman of the school committee of Johnston, R. I.
- MRS. ANASTASIA ALEXANDER has been re-elected president of the Jefferson parish school board at Gretna, La.
- JOE RICE, of Elkhart, Ind., has been elected president of the Indiana City and Town Superintendents' Association.
- HOMER BARNHART has been elected president of the school board at Canal Winchester, Ohio.
- JOHN W. CRUIKSHANK has been elected president of the southwestern division of the Illinois Association of School Boards.
- NORMAN D. SALISBURY is the new president of the board at Logan, Utah.
- JOHN G. LEVISON has been elected president of the school board of San Francisco, Calif.
- WILLIAM H. CANTWELL has been elected a member of the board at Wilmington, Del., to succeed Thomas L. Payne.



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PERSONAL NEWS OF SUPERINTENDENTS

► Supt. J. E. ANDERSON, of Mankato, Minn., has announced his retirement, effective with the close of the school year in June, 1953. E. O. JOHNSON, of Northfield, has been elected to succeed Mr. Anderson.

► Dr. GEORGE W. WILLETT, who has been teaching educational administration at Marquette University, Milwaukee, Wis., since 1943, has announced his retirement at the end of the present school semester. Dr. Willett, who received his Ph.D. in education from Chicago University in 1923, has been teaching in several high schools and colleges.

► Dr. STUART F. McCOMB on January 19 assumed the office of superintendent of schools at Pasadena, Calif. In assuming the office, Dr. McComb announced that he will assume a middle of the road policy and leave to the board of education the determination and enunciation of school policies.

► Supt. JOHN HALCHIN, of Yellow Springs, Ohio, has been re-elected for a new three-year term.

► Supt. ALLEN P. BURKHARDT, of Norfolk, Neb., has been re-elected for another three-year term. The board has raised his salary by \$500, to \$8,500 a year.

► Supt. NORMAN E. ASH, of Beaver City, Neb., has been re-elected for a third term.

► Supt. L. E. FITCHER, of Webster parish, Minden, La., has been re-elected for a fifth term.

► Supt. JOHN W. GILBAUGH, of Humboldt, Kans., has been re-elected for another year.

► Supt. REX O. MORRISON, of Altus, Okla., has been re-elected for his eleventh year.

► J. S. SLOCUM has been elected superintendent of the Rapides parish schools at Alexandria, La., to succeed E. S. Aiken.

► E. A. LEE, Sr., has been re-elected superintendent and secretary of the board at Natchitoches, La.

► Supt. REX BEARD, of Baton Rouge, La., has been re-elected for another year.

► Supt. CHARLES W. LAFFERTY, of Atchison, Kans., has been re-elected for a two-year term.

► Supt. ARTHUR SMITH, of Vinson, Okla., has been re-elected for another year.



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Dr. William H. Lemmel

Baltimore, Md., superintendent of schools, died suddenly January 29 at Annapolis, as he was pleading with a state legislative committee for higher pay for teachers. Dr. Lemmel, who was 56, had served as superintendent in Quincy, Ill., and had been an administrator in Iowa, Michigan, and Delaware.

► Supt. MILLARD D. BELL, of Wilmette, Ill., has been re-elected for his fifth year.

► WILLIAM SHARP has been elected superintendent of schools at Brownstown, Ind.

► RALPH MILLER, Georgetown, Ill., has been named a member of the executive committee of the East Central Division of the Illinois Education Association.

► R. L. BOOKER has been elected assistant superintendent of the Mobile County schools at Mobile, Ala.

► Supt. ROSCOE H. WHITE, of Shreveport, La., has been re-elected for another term.

► GORDON A. WEBB, of Port Allen, La., has been elected superintendent of Ascension parish schools at Donaldson, La.

► REMI LAVERGNE, of Port Allen, has been elected superintendent of the West Baton Rouge parish schools at Baton Rouge, La.

► ORVILLE HORST is the new superintendent of schools at Kingman, Kans.

► STANLEY JOHNSON is the new superintendent at Henderson, Ind.

► RUSSELL GARROGUS has been elected superintendent at Rockville, Ind., to succeed William B. Sharp.

► WILLIAM F. WATERPOOL, superintendent of schools at Marinette, Wis., died January 16 in Sarasota, Fla., of a heart attack.

► Supt. J. OSWALD MONTGUT, of St. John the Baptist parish, Litcher, La., has been re-elected for a four-year term.

► W. W. TEEKILL has been elected president of the Caddo parish school board at Shreveport, La. MARVIN W. BASS was named vice-president.

► WALTER SWANSON has been renamed president of the board at Mt. Jewett, Pa. HARLAN DANIELSON was elected vice-president.

ROSEVILLE DEDICATES SCHOOL

The board of education of Roseville, Mich., on December 10, dedicated the new Lee unit of the Pierce Elementary School. The unit was named in honor of Will L. Lee, who has been in continuous service in Macomb County schools for the past 53 years, of which he has been county superintendent for 37 years.

Macomb County, which adjoins the city of Detroit to the north, has grown tremendously during the period of Mr. Lee's service in the county system. When he entered the schools of Macomb County, the village of Roseville consisted of one small rural school, taught by a single teacher, but the system has now grown to 110 teachers and 56,001 children of school age.



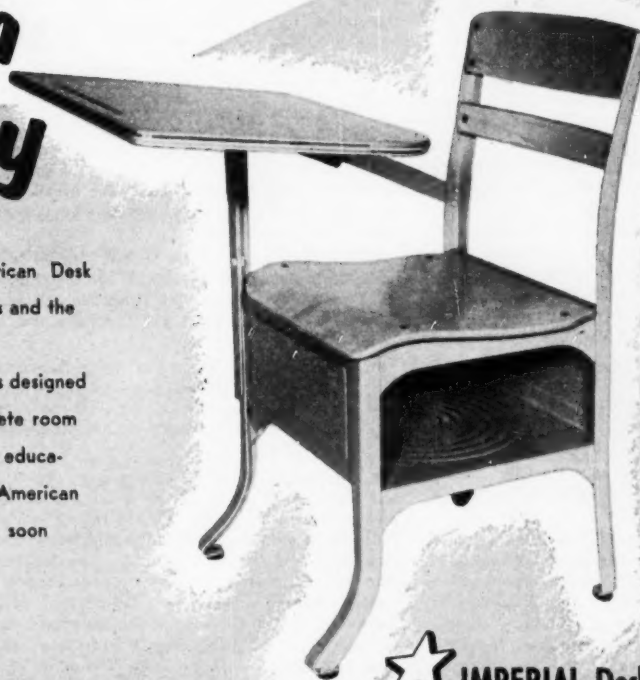
Will L. Lee

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TEACHERS' SALARIES

► North Attleboro, Mass. The maximum salaries of teachers have been raised \$500 under a revised schedule approved by the school board. Teachers holding a bachelor's degree will receive \$2,500 to \$4,000; those with a master's degree will be paid \$2,700 to \$4,200; and those with a doctor's degree, \$2,900 to \$4,400.

► Sharon, Pa. The school board has approved a portion of the salary schedule of the local teachers' association. The plan provides for equalization of salaries on the state-mandated schedule, gives teachers additional pay for graduate work, and starts new teachers at \$2,600 per year.

► Chelmsford, Mass. The school board has approved increases of \$150 per year for teachers, janitors, supervisors, and the superintendent. The maximum pay has been raised to \$3,300.

► Duluth, Minn. The school board has approved salary increases for teachers, principals, supervisors, and custodians totaling \$353,000 for the year beginning August, 1953.

► Vernon, Conn. The school board has raised the minimum salary for first-year teachers. Under the scale, starting at \$2,800, a teacher receives an annual increase of \$100 for a three-year period. After the fourth and fifth year, the increase goes to \$200 a year, and after the sixth year it is \$100 a year until the maximum of \$4,000 is reached in the fifteenth year.

► Mansfield, Mass. The school board has approved a teachers' salary schedule for 1953. The schedule provides for salaries from \$2,500 for teachers with a bachelor's degree and no experience, to \$3,900 for teachers holding a master's degree and having 12 years' experience. The minimum for a teacher holding a master's degree is \$2,700 and the maximum is \$3,600.

TEACHERS AND ADMINISTRATION

► Indianapolis, Ind. Under a new rule, all teachers are required to pass a complete physical examination before July 1, 1953. The school board pays the \$5 teacher X-ray examination fee and the \$3 physician's cost.

► New Orleans, La. The Orleans parish board has discontinued the maximum age limit of 40 in the employment of new teaching personnel. The director of personnel was ordered to use his own discretion.

► Nashville, Tenn. The school board has raised the pensions for an estimated one hundred retired teachers and has guaranteed them at least \$100 per month. Teachers formerly receiving \$100 will be raised to \$105.

► Los Angeles, Calif. The board of education has filed formal complaints in court against two high school teachers who refused to tell a State Senate Un-American Activities Committee whether they had ever been Communists. The teachers, who were dismissed for unprofessional conduct, have demanded a hearing on the charges. Supt. Alexander Stoddard has asked the Superior Court to determine if the allegations constitute sufficient grounds for dismissal under the State Education Code.

► The Belleville, Ill., board of education has made a complete study of salaries paid in comparable cities in the Middle West, including the salaries of teachers, administrators, and supervisors. The study is being used as the basis for the improvement of a local salary schedule on a unit basis adapted to an average city of 40,000 population.

The study was conducted by Supt. Hal O. Hall. It indicates that there is a strong tendency toward increasing salaries and toward giving preference to instructors with bachelor's and master's degrees. Copies of the report are available from Mr. Hall.

► Clare, Mich. The board of education has begun the preparation of a new salary schedule, to become effective during the 1953-54 school year. The salary study is being carried on jointly by the board and the faculty members.

The board has prepared and will publish a 4-page leaflet describing the community and its school system. The booklet contains an attractive cover and is intended to attract new teachers to the school system.

► Is a teacher required to supervise after school hours athletic and social events? If so, for how long? Superior Judge Malcolm Glenn, of Sacramento, Calif., answered both questions in his ruling on a case brought by a Sacramento teacher. To the first question, yes. To the second, as long as the school program requires the teacher's services.

► Little Falls, Minn. The school board has revised its sick-leave plan, to include school employees other than teachers. The plan allows ten days per year, to accumulate up to a maximum of thirty days.

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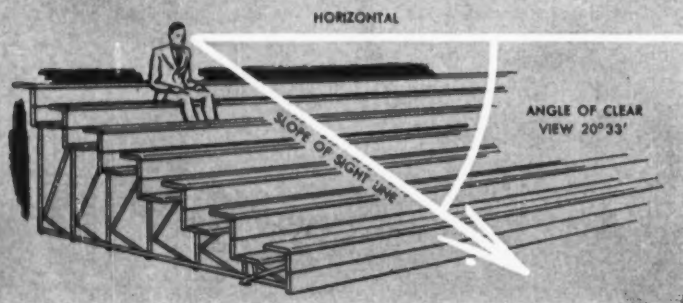
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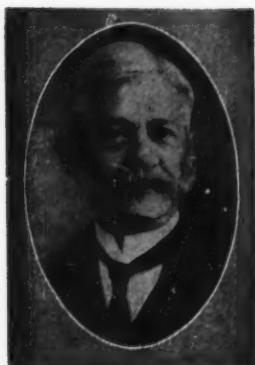


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BOND ELECTIONS CAN BE CARRIED

(Concluded from page 37)

sheets delivered from door to door. Coach the youngsters on just what to say. The election should be held during the school year.

11. Make the campaign short and snappy, not more than six weeks. A month is better.

12. Use bumper cards, tags, stickers, posters, and window displays to emphasize the school problem to the public.

13. Keep the faculty in the background to do the routine and organizational work. Let your prominent laymen work with the public.

14. On election day have checkers at each polling station and plenty of automobiles. Three hours before the polls close determine who has not voted. Use both the telephone and the cars to get these people to the polls.

15. Most important of all is the willingness to work, work, work! It is a 24-hours-a-day job for six weeks, but it's worth it—especially if you win.

THE SCHOOL BOARD MUST CHOOSE

(Concluded from page 54)

in the community outside should be an important consideration. The selecting board should also be sure that the candidate has a clear understanding of his function as an administrator, and that he has proved himself able to delegate responsibilities to his staff so that he will have time to concentrate on the most significant aspects of administration. It is, perhaps, with competencies in the areas of his being able to plan effectively, of his developing good school-community relations, of his doing an effective job in involving others in helping to shape school policy, that the board should be most concerned.

FEDERAL WORKERS INELIGIBLE?

A NUMBER of state governments have held with jealous concern that a federal employee shall not hold membership in a local board of education. In Kentucky and Tennessee, and in a number of north central states, postal employees and clerks in other government offices have been obliged to resign from board-of-education membership because of legal objections. The whole situation is stupid because there never has been shown a true conflict of public interest or a possible use of the prestige of one or the other office for personal gain.

Recently, in northern Virginia, suits have been brought to prevent federal employees from serving on the school boards in Arlington and Church Falls, communities made up almost entirely of men in government work in Washington. A decision of the Virginia State Supreme Court of Appeals in which it was held that federal employees cannot serve on the Arlington county board, has been depended upon to exclude federal men from the school boards.

The attitude of the state is supported by a point of view which is wholly untenable. The *Washington Post* in an editorial says:

One part of Judge Martin's summation deserves particular attention because it repeats a specious argument. If a crisis in a Government department should demand the attention of a school board member at the same time that a board meeting were called, the judge asked, "which of the two masters would he serve?" The question could just as logically be asked about board members who faced a crisis in their private businesses, or indeed, in their homes. There is probably no class of persons less susceptible to conflict of interest in local governmental posts

than Federal employees. Surely this strained reference to "two masters" as applied to Federal employees but not to persons with local private business connections is so ridiculous that it ought to be discarded.

PERSONAL NEWS

► Supt. H. W. Scott, of Newton, Kans., has been re-elected for a two-year term.

► FRANK M. DURKEE, of Somerville, N. J., has accepted the position of general supervisor of the public schools of Belleville. Dr. Durkee will serve as assistant to Supt. Evan H. Thomas.

► JAMES HINTON NEWTON, JR., superintendent of the Tangipahoa parish schools at Kentwood, La., died in a New Orleans hospital. He had been superintendent since November, 1944.

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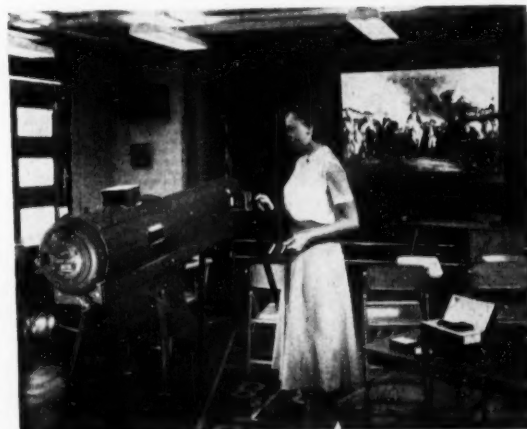
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AUTHORITARIANISM

(Concluded from page 29)

and interests of the community—and to thinking up additional activities to provide responsibility and growth opportunities for youth.

Social Philosophy and Long-Range Efficiency. Part of the bookkeeping and business-management emphasis in school administration arose with the marked expansion in high school enrollment, and in available funds with which to provide school buildings, near the end of the first quarter of the present century. Certainly no citizen in a democracy, or in any other kind of society, can decry accurate accounting or thrifty management of public funds. It should nevertheless be recognized that "efficiency" is a long-range proposition—and that accurate accounting is one of its minor elements. Long ago our cultural ancestors observed that one might be penny-wise and pound-foolish. A current version of the same dwarfed insight appears in our efforts to save a few thousand dollars on a particular type of war plane, instead of devoting timely effort to preventing war—and with it the need for any kind of war plane. Comparable situations on a minor scale may exist in school administration. For example, good school accounting may save money on purchases of equipment and supplies, but it will not keep a community from putting up a school building that is twenty years out of date when it is constructed—and this country has numerous such buildings. On the other hand if a program is educationally desirable in its long-range implications, experimental imagination and co-ordinated effort can do much to make it administratively possible. The more extensive and sprawled out an educational plant or enterprise becomes, the more important is a well-conceived integrating philosophy—but of course this is only one of many points at which philosophy and science or technology must be integrated, if we are to have school administration which is appropriate for an industrial democracy.

PERSONAL NEWS OF SUPERINTENDENTS

► DONALD C. CROY, late superintendent of schools at Turtle Lake, Wash., died at his home. He had been superintendent for five years.

► RALPH MORRIS, of Centralia, Wash., has been elected superintendent at Mossyrock.

► REMI LAVERGNE, of Port Allen, La., has been elected superintendent of the West Baton Rouge Schools at West Baton Rouge, La.

► W. O. WARREN has been elected superintendent of schools at Fort Pierre, S. Dak., to succeed J. I. Munson, who has resigned after 54 years of teaching.

► GLENN WOOSTER, of Holton, Mich., has been elected superintendent at Vermontville.

► J. F. CORKERN has been elected superintendent of the Tangipahoa parish schools at Amite, La.

► ERLING O. JOHNSON, superintendent of Northfield, Minn., schools for eight years, has been elected superintendent at Mankato, Minn. He succeeds J. E. Anderson who has retired.

► SUPT. V. E. MCCOLEY, of Smith Center, Kans., has been re-elected for another year.

► DR. FRANCES A. MULLEN has been elected assistant superintendent of schools at Chicago, Ill. Dr. Mullen, a veteran of 26 years in the schools, will have charge of special schools for handicapped pupils.

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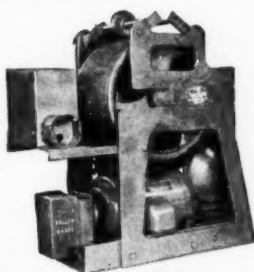
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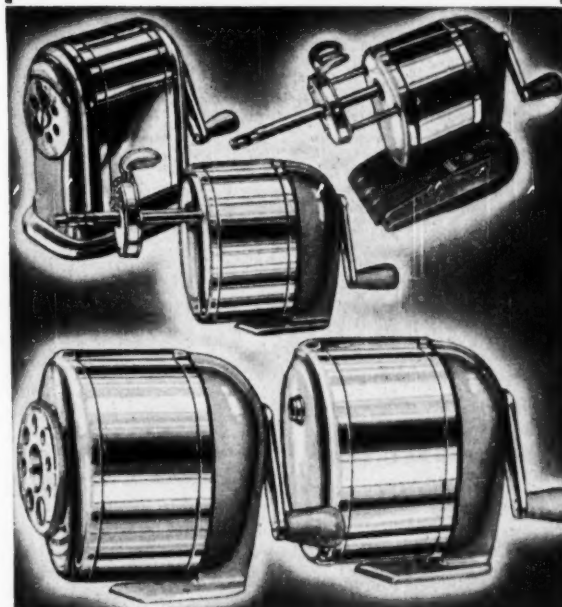
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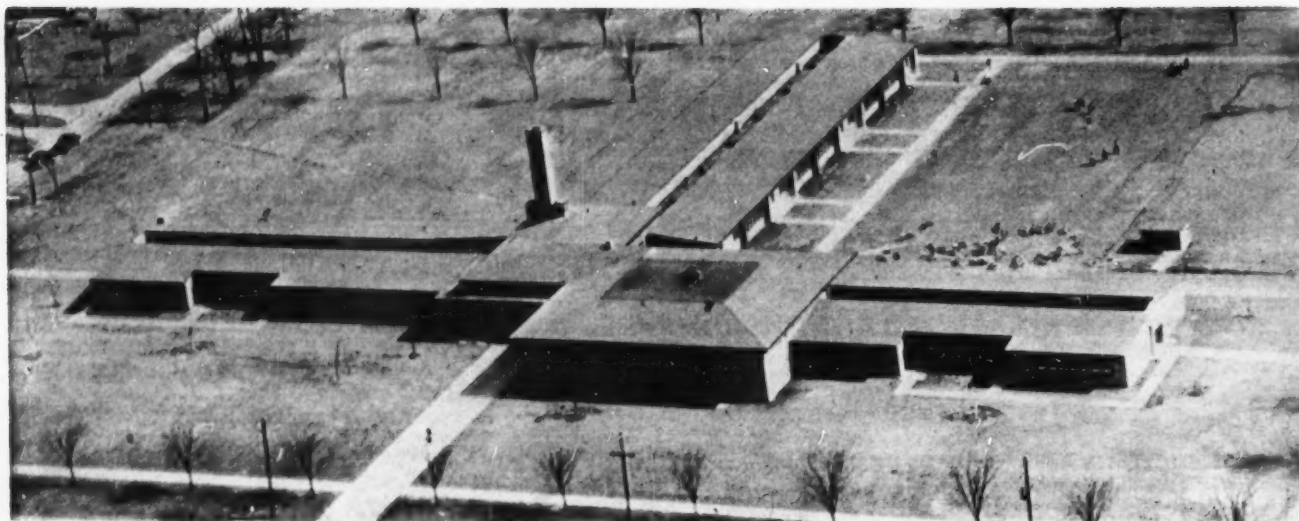
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Perrysburg, Ohio, Elementary School

An Example of . . .

Clerestory Lighting

THE 20-classroom elementary school, designed by Britsch and Munger, Toledo architects, for the village of Perrysburg, Ohio, with 54,400 square feet of floor area, admitted for classes in March. Construction cost was \$690,000.

The building, located on 14 acres owned by the Perrysburg board of education, adjoins 21 more village-owned acres which are being developed into a recreational area. A swimming pool already has been constructed on this adjoining ground for summer use.

Originally conceived in 1944, the building as designed attracted considerable attention as one of the first school buildings calling for clerestory lighting, with classrooms to right and left of corridor attaining the bilateral lighting feature by depressing the corridor roof.

The one-story building is a salmon-colored brick. The front entrance is monolithic Indiana limestone. The windows of redwood are of the deep bar type with ventilators top and bottom. The deep bars, with three-foot overhang of the roof, shade the windows against much of the sun during school hours. Outside exit doors lead from each classroom.

These outside exit doors were planned to facilitate and encourage out-of-doors-class sessions.

All classrooms are thoroughly equipped to do the best job possible and are scaled to the size of the pupils occupying the rooms. The soffit of Fiberglas form board, 26,000 square feet of it, used as a base for the gypsum slab roof, is exposed and painted with pastel shades to blend in

with the painted cinder block walls and asphalt tile floors.

By using Fiberglas form boards in the poured-in-place gypsum concrete roof, an economical, lightweight, noncombustible roof deck was realized with low heat transmission and excellent noise absorption.

Glass chalkboards with map holders and cork tack boards are amply applied on walls. The poplar wood trim around openings and covering of beams as well as work counters, cabinets, and doors are in driftwood finish.

Three rows of fluorescent lights are in-



Workingman fitting form boards

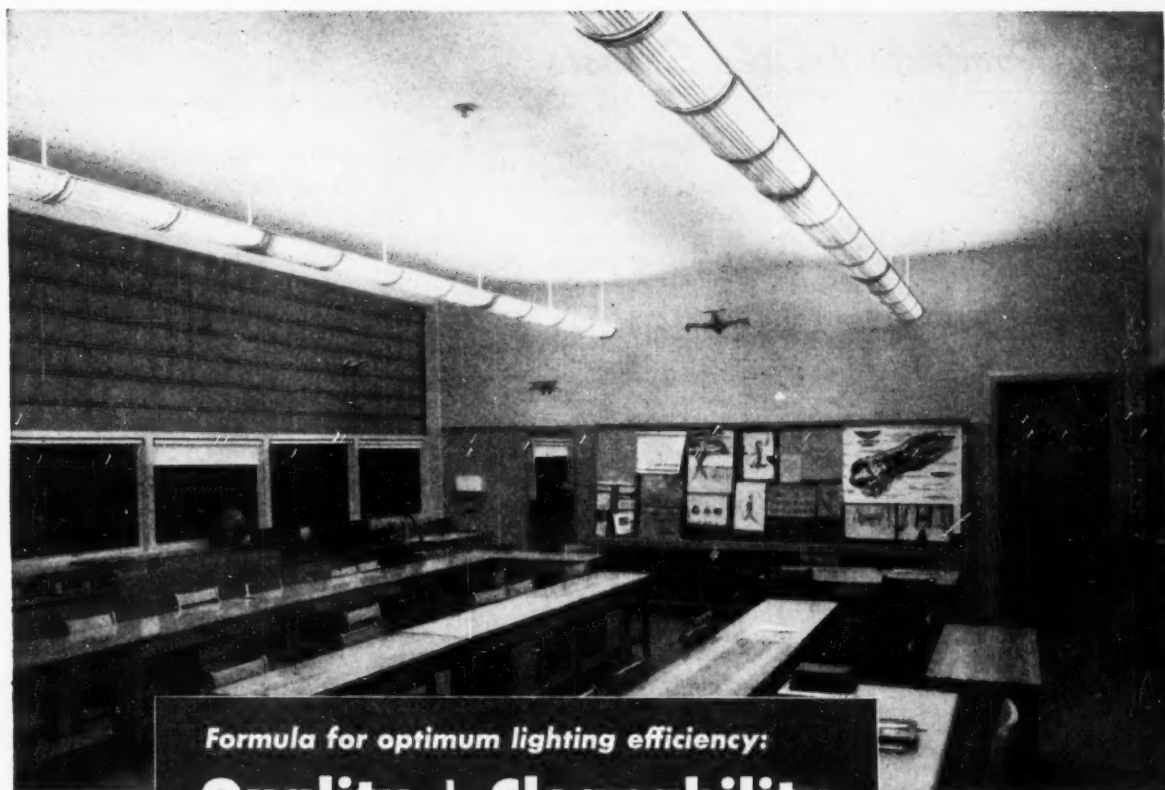
stalled full length of the classrooms. Work counters in all rooms are floodlighted by fixtures under the cabinets over the counters. Primary classrooms are 24 by 36 feet plus 12 by 15 alcoves, while the intermediate classrooms are 24 by 37 feet. The alcoves were eliminated in the intermediate classrooms to obtain other desirable features in the building not included in the original plans. By eliminating the alcoves and toilets in these rooms it was possible to build ten instead of eight intermediate classrooms.

All ceilings are treated with Fiberglas acoustical tile and through its high sound absorption usual school noises are cut to a minimum. The auditorium-playroom ceiling is done in new plastic coated Fiberglas acoustical tile on a clip-spline suspension system. The floor is Kreolite end grain wood block.

In contrast with customary steam heating found in many large school buildings, all parts of Perrysburg school are heated by forced circulation hot water.

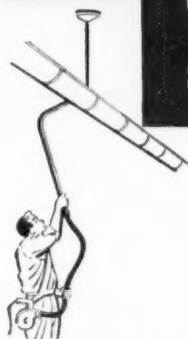
In the various classrooms, wall hung convectors extend the full length under the windows and standing convectors heat the alcoves. Tempered air for ventilation is provided by central fan systems in each wing located beneath the corridors.

For ventilation a mixture of outside and recirculated air is admitted to the tempering coils at a minimum of 50 degrees and distributed through a system of concealed ducts treated with Fiberglas duct insulation. Pipes are insulated by 4000 lineal feet of Fiberglas molded pipe covering.



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**Quality + Cleanability
= the Wakefield STAR**



Making Light Work of It with Wakefield Maintenance Equipment

By using this blower-type Wakefield maintenance equipment, the janitor can keep Stars clean by spending five minutes a day once every three weeks in each room. For yearly washing of reflectors, lamps and channels, the janitor removes the reflectors (they slide in and out like a drawer) and uses an ordinary detergent.

Note: the Wakefield maintenance equipment shown is available free to purchasers of Stars in specified quantities. We will gladly give you details.

There are good reasons why the Star is recognized as a superior classroom luminaire and why it is so often recommended for "Co-ordinated Classrooms" (as well as offices, drafting rooms and other areas where critical seeing tasks are performed).

QUALITY OF LIGHT. Luminous Plaskon reflector sends most of the light to the ceiling, to be distributed evenly all over the room. Result: a minimum of reflected glare. The reflector, which completely hides the lamps, has about the same brightness as the ceiling. Result: a minimum of direct glare.

CLEANABILITY. The Star is one of the most easily and completely cleanable of luminaires. See column at left.

RECENT TESTS of actual installations, using the interflexion method, indicate fewer Stars are required to light a room at a given level than had previously been thought necessary. We will be glad to send you the new coefficient of utilization tables.

The Star is equipped for pre-heat and rapid-start bipin and slimline lamps. See American School & University. Or write to The F. W. Wakefield Brass Company, Vermilion, Ohio.

Pierce School
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Room size: 23' x 36'
2 rows of four 4' units
2-75 W standard warm white
fluorescent lamps per unit.
Footcandles: 32 average.

Wakefield Over-ALL Lighting



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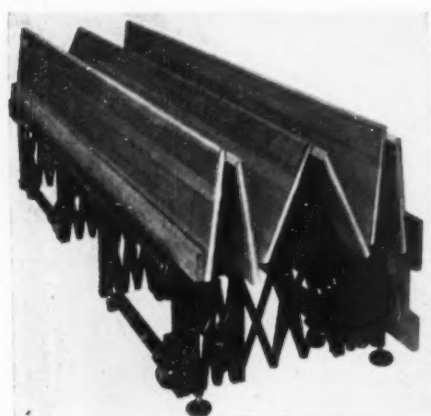
THE STAR



THE WAKEFIELD CEILING



News of Products for the Schools



STURDY PORTABLE UNIT

Horn Portable Folding Stage

The new Horn Folding Stage is a completely portable unit constructed on a set of swivel-mounted, nonmarring wheels. Operation is simple: the stage is rolled into position and secured in place with a few turns of the floor stops. When floor space is needed the floor stops are released and the stage folds and rolls neatly out of the way. The Horn Folding Stage is solidly constructed from select fir, and will not sag or sway because it is mounted on a sturdy understructure.

These stages are available in standard heights of 15 and 24 inches, and in standard widths of 6, 8, 10, 12, 14, and 16 feet. Each of these sizes can be obtained with from 1 to 19 folding sections. Each section is 22 inches wide and folds into a space 3½ inches deep. Special sizes are available.

For further information write: *The Horn Div., Brunswick-Balke-Collender Co., Section S.B.J., 623 S. Wabash, Chicago, Ill.*

(For Convenience Circle Index Code 054)

Changeable Type Bars For Electric Machines

A new device to speed the typing of specialized information has been developed by representatives of International Business Machines Corporation and the Atomic Energy Commission, the company announced recently. Changeable type bars for electric typewriters, designed so that they may be readily replaced by the typist, are for use in operations that require chemical, mathematical, or other scientific as well as foreign language symbols. Special type characters such as subscripts and exponents are also included.

Originally requested for publication work by the Technical Information Service at Oak Ridge, the type bars are designed so

that they may be readily disengaged from the type bar fulcrum wire by a simple unhooking motion. Once free, the bar is readily slipped off the connecting link. The reverse procedure installs the newly selected type bar in seconds.

For further information, write: *International Business Machines Corp., Section S.B.J., 590 Madison Ave., New York 22, N. Y.*

(For Convenience Circle Index Code 055)

Second and Better Grade Maple Flooring

Now a popular choice for school classroom, gymnasium, and multipurpose room floors, is the comparatively new combination of "Second and Better" Northern Hard Maple flooring, the Maple Flooring Manufacturers Association announces. This new combination is developed by crosscutting to separate only the Third Grade material, leaving a one-piece combination of First and Second Grades. In the opinion of architects and users interviewed, the Second and Better Grade is more colorful and attractive than the straight First Grade; it is just as serviceable and is guaranteed to last as long as the higher grade. The cost of the floor is also cut considerably.

For further information write: *Maple Flooring Manufacturers Assn., Section S.B.J., 35 E. Wacker Drive, Chicago 1, Ill.*

(For Convenience Circle Index Code 056)

Versatile "Travelall" In New Harvester Line

The new Travelall, built for cargo and passenger capacity, is one of 168 basic truck chassis models introduced this month with International Harvester Company's new R line. As a passenger vehicle, the Travelall carries eight people comfortably, or more than ten pupils. Center and rear seats can be easily removed for quick conversion when it is to be used as an all-purpose carrier. Use of front seat only affords panel truck carrying capacity. This and International's other new light-duty models are powered by the 100-horsepower valve-in-head Silver Diamond 220 engine.



LIGHT-DUTY TRAVELALL

For further information write: *International Harvester Company, Section S.B.J., 180 N. Michigan Ave., Chicago 1, Ill.*

(For Convenience Circle Index Code 057)

Brunswick Introduces New Seating Line

The Brunswick-Balke-Collender Company, Chicago, is presenting for the first time at the AASA Convention in Atlantic City its completely new line of classroom seating. Many new and outstanding features are found throughout the entire line.

There is the advanced, unified design providing comfortable seating with the body-contoured seat and back. The line has flexibility of use: a 4-in-1 feature that allows the



NEW FLEXIBLE LINE

basic student chair to be easily converted to a tablet arm chair, chair desk, or lounge chair. The chassis design of chair and desk units has balanced structural strength, not relying on any part of the unit for balance. This new line is available in a choice of attractive colors, and is designed also for easy stacking, grouping, and nestability.

Further information may be had by writing: *The Brunswick-Balke-Collender Co., Section S.B.J., 623 S. Wabash, Chicago, Ill.*

(For Convenience Circle Index Code 058)

New Special Tops For Monroe Tables

Monroe Folding Banquet Tables, long a nationwide favorite and renowned for beauty and serviceability, are now available with special tops of Formica, Ormace, and Plasticel. Beauty-bonded Formica offers a shining, light-wood grained finish, while the Ormace and Plasticel tops are available with either bright blonde or lustrous brown finish.

These tables with special tops have the same basic construction features as the tables with the regular Monroe tops. All Monroe

(Continued on page 102)

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FLOOR MAINTENANCE

*...On Your Staff
Not Your Payroll*

Hillyard

offers you a "giant" source
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Hillyard trained floor experts, the
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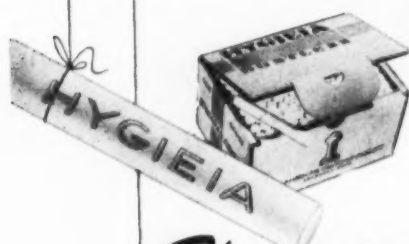
St. Joseph, Missouri
U. S. A.



Are your schools using the **FOUR-POINT HYGIEIA CHALK PROGRAM**? If you're not the purchasing agent, do you know whether you're using **HYGIEIA, HYGA COLOR and HYGIEIA CHALKBOARD CLEANERS**?

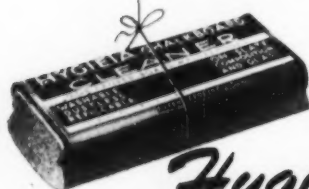
Wouldn't it be worth your while to re-study the **HYGIEIA FOUR-POINT PROGRAM**? It is the result of serious research and not mere sales theory.

HYGIEIA'S FOUR-POINT PROGRAM includes using (1) the right chalkboard, (2) the right chalk, (3) the right cleaner, and (4) the right cleaning method. **DON'T NEGLECT THESE VERSATILE VISUAL AIDS!**



Hygieia[®] DUSTLESS CHALK

Is 95% pure levigated chalk. The only substance yet discovered that is of just the right consistency so that it will not clog the pores and surface of slate, composition or glass chalkboards.



Hygieia[®] CHALKBOARD CLEANER

Blocks of specially formulated latex really clean and refurbish all types of boards, removing all accumulated chalk dust and leaving the surface smooth, clean and uniform for legible writing and erasing. **SPECIFY HYGIEIA CHALK and HYGIEIA CLEANER.** Write for circular "Utilizing the Chalkboard." Dept. AJ-49

a The American Crayon Company
Sandusky, Ohio New York

News of Products . . .

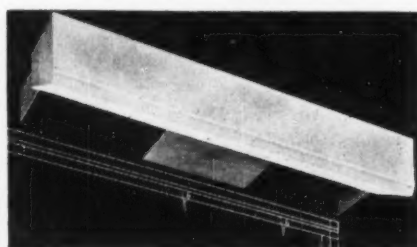
(Continued from page 100)

Folding Pedestal Tables feature rigid chassis, nontip design, flat stacking and storage ease, no knee interference, and an exclusive locking design and steel pedestal installation found only on Monroe tables.

For the new Monroe catalog with a full-color section describing the new special tops, write: *The Monroe Company, Section S.B.J., 96 Church St., Colfax, Iowa.*
(For Convenience Circle Index Code 059)

Chalkboard Reflector Unit Announced

A significant improvement in the proper illumination of classroom chalkboards was announced recently by the Solar Light Manufacturing Co., Chicago. It is a chalkboard lighting unit, called the "Chalkboard Dean," that is designed especially to give maximum illumination without any glare. The unit is a reflector placed along the top of the board and extends



THE CHALKBOARD DEAN

out from the wall; it is highly polished, and can be painted the same color of the wall on the outer side. The lamp and reflector are so arranged that the direct rays of the single fluorescent tube illuminate the top of the board and the maximum output of the reflector is directed to the bottom of the board. The tubes are shielded to 60° from the classroom side, thus there is no brightness annoyance even to someone standing close to the board. As the light comes from two directions there is no shadow from the hand of the writer.

For further information write: *Solar Light Manufacturing Co., Section S.B.J., 1357 S. Jefferson St., Chicago 7, Ill.*

(For Convenience Circle Index Code 060)

New Styling Features In Superior's Pioneer

The new 1953 Superior Pioneer School Coach presents new styling similar to the most modern cross-country buses. The most striking feature of the new styling is the multi-ribbed Safe-T Shield paneling, full length of the sides and at the rear corners, increasing safety as well as enhancing beauty. Superior has also developed an exclusive new Safe-T Exit window that swings out, leaving the full window opening for fast emergency escape. At the rear, where buses are most often hit, the Pioneer has massive, new box-type bumper construction for extra strength.

An exclusive new Super-Jet-Flo heating, ventilating, and defrosting system has been designed to assure abundant warmth, to supply plenty of fresh air, and to provide fast defrosting, defogging, and deicing of the windshield.

For further information, write: *The Superior Coach Corporation, Section S.B.J., Lima, Ohio.*

(For Convenience Circle Index Code 061)

Chemical Resisting Paint Developed

A tough new chemical-resistant gloss white for walls and ceilings has been developed by the Tropical Paint & Oil Company, Cleveland. Formulated on a synthetic rubber base, it resists attack by moisture, grease, chemical fumes, and caustic cleaners.

The company reports that its new Chemical Resisting Gloss White, in recent laboratory tests, was compared with a high grade industrial enamel made with a standard base. Put through humidity, acid, alkali and grease tests, the industrial enamel was blistered, stained, or otherwise damaged. Chemical Resisting Gloss White was not damaged, even when exposed for longer periods. The company finds this new fast-drying gloss white is ideal for food and chemical processing plants, laboratories, kitchens.

For further information write: *Tropical Paint & Oil Company, Section S.B.J., 1240 W. 70th St., Cleveland 2, Ohio.*

(For Convenience Circle Index Code 062)

(Continued on page 103)



Sign of LASTING SECURITY

Continental . . . sign of fence economy, stretches your fencing dollar by protecting persons and property years longer than ordinary fence. Continental combines galvanized fabric and better engineered fittings with sturdy fence installation. Investigate Continental before you specify any other chain link fence.

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CONTINENTAL STEEL CORPORATION
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Please send FREE copy of "Planned Protection"—complete manual on property protection.

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Address _____

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CONTINENTAL STEEL CORPORATION

Descriptive Material

- A new booklet describing all the special features of the IBM Executive electric typewriter is available. "How to Make a Perfect Impression" also includes instructions for the correct use and care of the typewriter. The booklet is available on request from: the Department of Information, International Business Machines Corp., Section S.B.J., 590 Madison Ave., New York 22, N. Y.
(For Convenience Circle Index Code 063)
- As a companion to the popular Threshold Book, Wooster Products, Inc., has issued a similar reference that covers practically every type of safety tread application. Comprising 36 pages in handy pocket size, it offers quick, complete information to anyone concerned with the design, application, repair, or purchasing of safety treads and may be obtained free by writing: Wooster Products, Inc., Section S.B.J., Wooster, Ohio.
(For Convenience Circle Index Code 064)
- A Solarlite "School Lighting Portfolio" presenting studies of interesting school lighting surveys and applications is being offered by the Solar Light Manufacturing Co. An informative study on chalkboard lighting is also available, entitled "Why Chalkboard Lighting in Schoolrooms?" by Leonard V. James, Illuminating Engineering Consultant. The portfolio and article may be had by writing: Solar Light Manufacturing Co., Section S.B.J., 1357 S. Jefferson St., Chicago 7, Ill.
(For Convenience Circle Index Code 065)
- Rolled, Figured, and Wired Glass catalog No. 53 has been issued by the Mississippi Glass Company, St. Louis. The primary functions of Mississippi products are carefully detailed and illustrated in the 16-page booklet. Light distribution charts of each pattern are presented, and technical information is also included. A copy of the catalog is available from: Mississippi Glass Company, Section S.B.J., 88 Angelica St., St. Louis 7, Mo.
(For Convenience Circle Index Code 066)

Manufacturers' News

- Theodore R. Combs has been promoted to sales service manager of the American Seating Company, Grand Rapids, it has been announced by J. M. VerMeulen, vice-president and general sales manager of the company. Mr. Combs is a native of Freeport, N. Y., is a graduate of New York State College for Teachers, and has a mechanical engineering degree from Rensselaer Polytechnic Institute. During World War II he was a first lieutenant in the air corps and saw action in the European theater, where he won the air medal. In his new capacity, Mr. Combs will supervise the Company's nationwide installation of seating for schools, theaters, stadiums, churches, and related structures.
- Underwood Corporation will enter the punched card accounting field in 1953 by introducing in the United States a complete line of equipment of advanced design, according to announcements by P. D. Wagoner, chairman, and L. C. Stowell, president, of Underwood. Arrangements have been made with Powers-Samas Accounting Machines Ltd., of London, a subsidiary of Vickers, under which Underwood will distribute and service Samas products in the United States, Canada, and other parts of the Western Hemisphere. Samas machines are the most popular punched card machines in England and have been extensively used in many other countries. The equipment distributed by Underwood will be marketed under the trade names "Underwood" and "Samas." Samas products will be handled as a separate Underwood division, with H. R. Russell as manager.

Check List of Advertisers, New Supplies, and Equipment

To facilitate use of this index, a code number identifies the advertisements and new supplies and equipment carried in this issue. The page reference is also included. In requesting further details, subscribers may write direct to the individual companies or may use the coupon when requesting information from a number of firms.

CODE NO.	PAGE NO.	CODE NO.	PAGE NO.
30 ADAMS & WESTLAKE CO.	23	347 POWERS REGULATOR CO.	9 & 2nd cover
31 AMERICAN CRAYON COMPANY	102	348 PREMIER ENGRAVING COMPANY	94
32 AMERICAN DESK MFG. COMPANY	87	349 RECREATION EQUIPMENT CO.	78
33 AMERICAN SEATING COMPANY	63	350 RICHARDS-WILCOX MFG. CO.	76
34 ARLINGTON SEATING COMPANY	83	351 RODDIS PLYWOOD CORP.	27
35 BECKLEY-CARDY COMPANY	79	352 ROYAL TYPEWRITER COMPANY, INC.	89
36 BENTLEY & SIMON, INC.	94	353 SARGENT & COMPANY	84
37 BESELER COMPANY, CHAS.	61	354 SCHIEBER SALES COMPANY	26
38 BRADLEY WASHFOUNTAIN CO.	68	355 SEXTON & COMPANY, INC., JOHN	104
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310 BRUNSWICK-BALKE-COLLENDER CO.		357 SLOAN VALVE COMPANY	1
311 BUTLER MANUFACTURING COMPANY	25	358 SMITH & CORONA TYPEWRITERS, L. C.	67
312 CELOTEX CO., THE	18	359 STRONG ELECTRIC CORP.	91
313 CONTINENTAL STEEL CORP.	102	360 TAYLOR COMPANY, HALSEY W.	96
314 CRANE COMPANY	17	361 TRANE COMPANY	12 & 13
315 CROSLLEY DIV., AVCO MFG. CORP.	14	362 UNDERWOOD CORPORATION	85
316 DICK COMPANY, A. B.	73	363 U. S. PLYWOOD CORP.	20
317 DITTO, INCORPORATED	93	364 UNIVERSAL BLEACHER COMPANY	77
318 DODGE DIV. CHRYSLER MOTORS	82	365 VALLEN, INC.	95
319 ENCYCLOPAEDIA BRITANNICA FILMS, INC.	97	366 VICTOR ANIMATOGRAPH CORP.	65
320 FLYNN MFG. CO., MICHAEL	19	367 WAKEFIELD BRASS CO., F. W.	99
321 GRIGGS EQUIPMENT COMPANY	92	368 WAYNE IRON WORKS	88
322 HERMAN NELSON UNIT VENTILATOR PRODUCTS, AMERICAN AIR FILTER CO., INC.	6 & 7	369 WEBER COSTELLO COMPANY	66
323 HEYWOOD-WAKEFIELD CO.	15	370 WESTINGHOUSE ELECTRIC CORP.	4
324 HILLYARD CHEMICAL COMPANY	101		
325 HOLDEN PATENT BOOK COVER CO.	90		
326 HORN BROTHERS DIV., BRUNSWICK-BALKE-COLLENDER CO.	21		
327 HUNT PEN CO., C. HOWARD	95		
328 HUNTINGTON LABORATORIES, INC.	86		
329 INTERNATIONAL BUSINESS MACHINES CORP.	16		
330 KEWANE-ROSS CORP.	8		
331 KEWAUNEE MFG. COMPANY	64		
332 KEYSTONE VIEW COMPANY	81		
333 LIBBEY-OWENS-FORD GLASS CO. (Thermopane)	2		
334 LUDMAN CORPORATION	11		
335 MAPLE FLOORING MANUFACTURERS ASSN.	24		
336 MINNEAPOLIS-HONEYWELL REGULATOR CO.	3rd cover		
337 MITCHELL MFG. COMPANY	95		
338 MONROE COMPANY, THE	96		
339 MURDOCK MFG. & SUPPLY CO.	94		
340 NATURAL SLATE BLACKBOARD CO.	80		
343 ONEIDA PRODUCTS CORPORATION	75		
342 OLD TOWN CORPORATION	10		
341 NESBITT, INC., JOHN J.	4th cover		
344 PENNSYLVANIA SLATE PRODUCERS GUILD	97		
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NEWS OF PRODUCTS FOR THE SCHOOL

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056 MAPLE FLOORING MANUFACTURERS ASSN.	100
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057 INTERNATIONAL HARVESTER COMPANY	100
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059 THE MONROE COMPANY	100
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For information on products, services, booklets, and catalogs, advertisers may simply encircle the code number identifying a product. (Clip and mail the coupon below to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.)

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

March, 1953

Please send information offered in the advertisements we have encircled.

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NEWS OF PRODUCTS FOR THE SCHOOLS

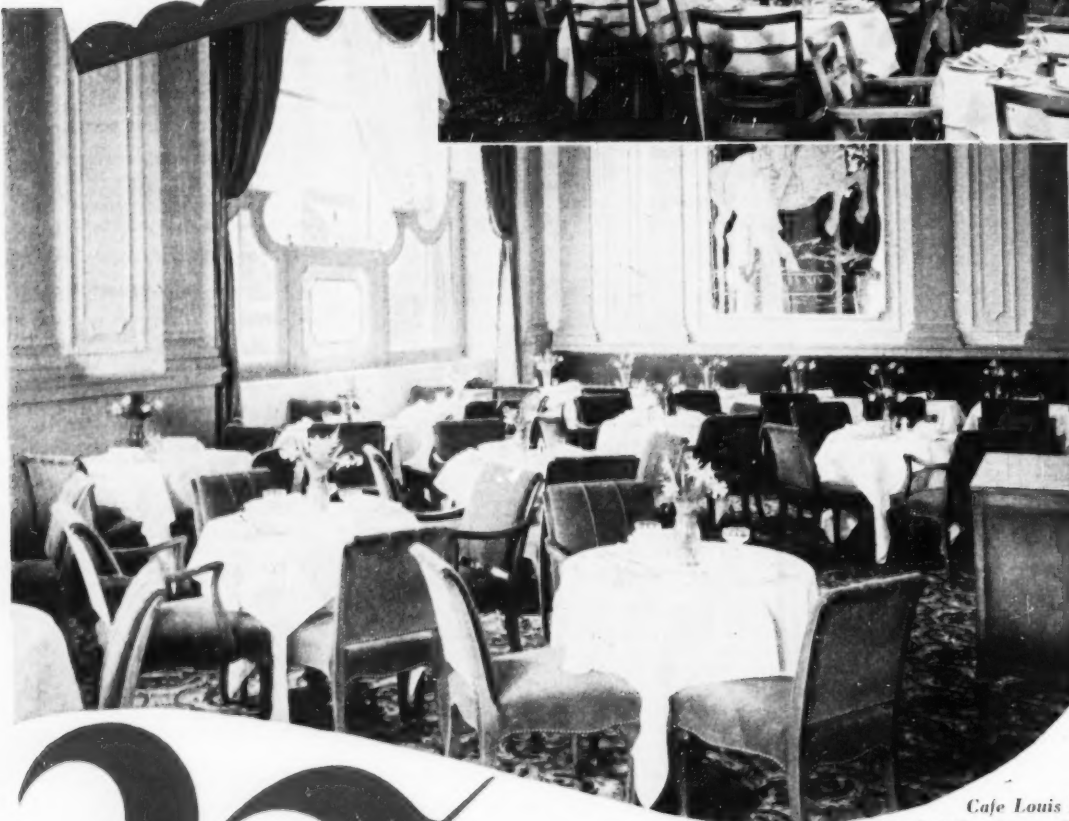
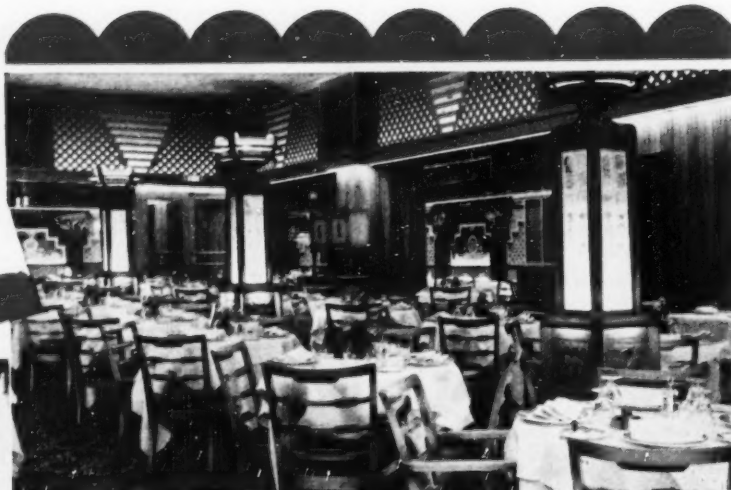
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over 80 floors from the ground are nested these beautiful dining rooms operated by the Union News Company, combining elegant surroundings with a graceful pattern of service. Hors d'oeuvres have been associated with such service from time immemorial. That is why Sexton reaches to the Seven Seas to procure for a discriminating clientele the most delicious tuna, shrimp, lobster, sardines, anchovies, smoked oysters and caviar.

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SCHOOL BOARD JOURNAL for MARCH, 1953

Students can be more alert in a Honeywell-controlled classroom!



LEADING EDUCATORS agree that level temperatures, adequate fresh air and proper humidity are all essential for student alertness. The best way to obtain the right balance of these factors in your classrooms is to have Honeywell's fine Individual Room Temperature Control system.

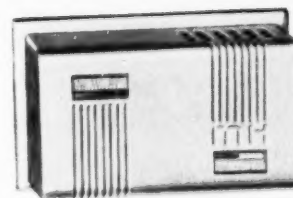
Today, in hundreds of schools, Honeywell Control systems are providing ideal comfort conditions for thousands of students.

Whatever your requirements — electronic, electric or pneumatic controls for

heating, ventilating, hot water, and refrigeration equipment—Honeywell can meet them.

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For a copy of the booklet, "5 Ways Teachers Can Improve Learning," write Honeywell, Dept. AJ-3-49, Minneapolis 8, Minnesota.



The importance of Individual Room Temperature Control

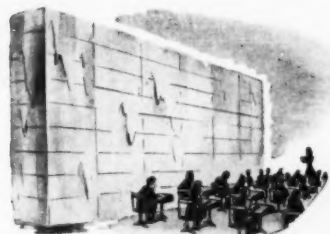
When each room has its own Honeywell Grad-U-Stat (shown above), heat and fresh air can be regulated to meet the changing conditions that affect students' comfort. For example, the Grad-U-Stat can be set to supply less heat and more fresh air during tests or increased classroom activity.

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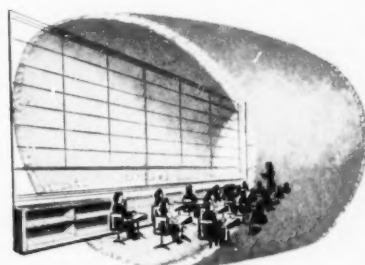


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For Positive Protection Against Window Downdraft You Need The Nesbitt Syncretizer—The Only Unit Ventilator That Provides A Continuous Blanket of Warm Air Between Those Cold Surfaces And The Classroom Occupants. Specify The Unit Ventilator That Sets A New Standard of Classroom Comfort



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